effectiveness of pre-retirement education (PRE) programs. Project staff identified for study three methodologies (the lecture series, the discussion group, and the facilitated interaction'' model) and four contexts for sponsor-settings (the employer, the education, the community agency, and the social organization and volunteer contexts). The central research question addressed was: What are the most feasible and constructive treatment and setting combinations vis-a-vis PRE? Staff recruited and trained PRE leaders who then mounted programs in their home communities within project guidelines. Staff monitored and supported the leaders while also collecting data from PRE participants. An integrated package of adjustments was applied after the first program/data cycle. The relative effectiveness of the three educational methodologies was examined using multiple-regression analysis to develop comparisons. Discussion and results were grouped into four self-sufficient, yet interrelated papers, each of which is appended to this report: (1) In The Study Subjects,'' accumulated data are combined for detailed analysis and breadkown by demographic categories and data obtained via the (appended) Retirement Preparation Indexes (RPI); (2) Issues in Nomenclature and Methodology'' attempts to sort out terms used in the discussion of delivery systems for PRE; and (3) the Study of Selected Demographic Variables and the RPI'' organizes questions around three components: behavior, attitude, and information. (CP)

ED 178 707 CE 023 273

The Coming Decade: American Women and Human Resources Policies and Programs, 1979. Hearings before the Committee on Labor and Human Resources, United States Senate, Ninety-Sixth Congress, 1st Session, Part 2.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Relations.

Pub Date-9 Apr 79

Note-292p.; Not available in paper copy due to small print; For a related document see CE 022 054

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Employment Trends, Equal Education, *Equal Opportunities (Jobs), Federal Government, *Females, *Government Role, Hearings, Sex Discrimination, *Sex Fairness, Sex Role, *Working Women

Identifiers-United States

Proceedings are presented of hearings before the Senate Committee on Labor and Human Resources to examine the conditions and opportunities confronting American women in the workplace and how government policies and programs have aided or restricted women. Among those testifying were Clara Allen and Stanley Van Ness on employment, the plight of the displaced homemaker, drug abuse, and domestic violence; Elizabeth Lyons on education, employment, antipoverty efforts, and business ownership; and Geraldine Delaney on the rehabilitation of women who are addicted to alcohol and the alcohol-like drugs. Twenty-nine prepared statements submitted at the hearings are provided. (LRA) discrimination-2, number of tutoring books completed, and self-esteem) and several student characteristics. The relationship of SLOC to the other variables was examined. SLOC was significantly correlated with student age, grade, intelligence, self-esteem, all achievement measures, and the Self Esteem Scale (SES) internality being associated with higher SES. In the regression analyses, SLOC pretest was a significant predictor of four dependent variables. The data provide confirmation of the construct validity of the Nowicki-Strickland scale. Implications of the relationship of SLOC with self-esteem and the consistent increases in the magnitude of the correlations from pre- to post-testing are discussed. (Author)

ED 178 809 CG 013 920

Carlson, Jean Simpson, Elizabeth

Individual and Family Development.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Sep 78

Note-258p.; For related document see CG 013 919

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., UW-Madison, 1025 West Johnson St., Madison, WI 53706 ($4.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Colleges, *Developmental Stages, *Family Life Education, Home Management, *Individual Development, Junior Colleges, Maturation, *Needs, *Self Concept

This curriculum guide, in working paper form, for a semester-long three-credit course in individual and family development is one of nine technical core courses in an associate degree consumer/family manager program. The course studies individual and family development through the life cycle. Emphasis is on the relationship of basic needs to the physical, emotional, mental, and social well-being of the individual as well as the influence of a healthy self-concept on one's growth toward maturity. The course includes an analysis of developmental stages throughout the life cycle with particular emphasis on the family's influence in helping the individual move through each stage of development. The course packet provides pre- and post-tests to evaluate the effectiveness of curriculum, along with other evaluation items, vignettes and case studies, charts and diagrams, additional content that is not readily available, and a descriptive listing of reference textbooks related to the course. (Author/LS)

ED 178 832 CG 013 945

Women in Midlife Security and Fulfillment (Part I). Compendium of Papers Submitted to the Select Committee on Aging and the Subcommittee on Retirement Income and Employment, House of Representatives, Ninety-Fifth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.-House-95-170
Pub Date-Dec 78
Note-329p.; Best copy available; For related document see CG 013 946
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Collected Works - General (020) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Females, Futures (of Society), Guaranteed Income, *Life Style, *Middle Aged, Older Adults, Opinions, *Public Policy, *Retirement, *Security (Psychology), Senior Citizens

This collection of 18 papers focuses on problems of women in midlife and how public policy affects this population. Discussed are midlife women's futures, role changes, work and education, displaced homemakers, volunteer work, preparation for retirement, continuing education, work and family, psychological factors, new careers, pensions, the poor, counseling and guidance, mutual help, age discrimination, alternative housing and public office representation. Challenges and prospects for the middle aged are explored. Each paper was written by a recognized scholar in that field and is preceded by a table of contents and an abstract of the paper. (Author/BEF)

ED 178 855 CG 014 022

The Power of Positive Parenting: A Course for Parents of Young Children. Facilitator's Handbook.

National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-77-453
Pub Date-77
Contract-281-75-0013
Note-35p.; For related documents see CG 014 021-023
Available from-National Center for Alcohol Education, 1601 North Kent Street, Arlington, VA 22209
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Alcohol Education, Alcoholism, *Decision Making, *Drinking, Drug Abuse, *Parent Child Relationship, *Parent Education, Parent Role, Parents, *Role Models
Identifiers-*Decisions and Drinking

This kit was developed as part of a series called Decisions and Drinking, which focusses on intelligent decision-making about alcohol use based on knowledge and freedom of choice. Each kit in the series contains a facilitator handbook, session outline cards, a set of transparencies, participant work sheets, and take-home'' summaries for each group session. Instructions are very specific, thus enabling the facilitator to use the materials as is.'' Included are provisions for the use of films designed to be shown with particular sessions, as well as feedback forms to be completed by both facilitator and participants. This kit is designed for use with parents in their role as models for their children's behavior. (CKJ) measured by their agreement with the students' self-reported comprehension. Results showed that the greatest accuracy of decoding occurred in and visual-only condition, with the auditory-visual condition yielding significantly less accuracy, and with the lowest accuracy in the auditory-only condition. (Author/RL) children's (fifth graders) judgments of the stories, but not from younger children's (second graders) judgments. (Author/RL)

ED 178 924 CS 205 270

Rosse, James N.

The Evolution of One-Newspaper Cities.

Pub Date-Dec 78
Note-68p.; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978); For related documents, see CS 205 269-278
Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Audiences, *Competition, Economic Change, *Economic Research, Federal Legislation, *Industrial Structure, *Industry, Marketing, Mass Media, *Newspapers
Identifiers-*Advertising, Monopoly, Ownership

This is one of several papers presented at a Federal Trade Commission Symposium on Media Concentration. It analyzes trends in the development of one-newspaper cities. Some of the trends noted are that face-to-face competition has declined considerably over the last five decades, going from 90% of the circulation in 1923 to 30% of the circulation in 1973; average daily circulation per firm has grown from about 15,000 to 40,000 during this period; and large cities are more likely to have directly competitive newspapers than are small cities. Questions of why direct newspaper competition has declined so dramatically over time, why competition is less common or practically nonexistent in smaller towns, and whether past trends are likely to continue into the future are considered. Differentiated products, market segmentation, and economies of scale are discussed as they relate to these trends. The interrelatedness of advertising and subscription markets is also considered. (MKM)

ED 178 947 CS 205 295

Kalupa, Frank B. Bateman, J. Carroll

National Accreditation of Public Relations Education: Analysis and Recommendations.

Pub Date-Aug 79

Note-34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Standards, *Accreditation (Institutions), Curriculum, Higher Education, *Journalism Education, *Public Relations

The intention of this paper is to provide added insights into the nature and implications of national accreditation for the growing academic field of public relations, to focus attention on the subject, and to promote further discussion and research relating to the matter. Specifically, the paper presents a brief historical review of accreditation of public relations programs by the American Council on Education for Journalism; a discussion of accrediting policies and procedures, including criteria applied in the evaluation of public relations programs; the results of a nationwide survey of opinions and attitudes of public relations educators relating to accreditation policies, strengths, weaknesses, and probable causes for the small number of accredited programs; and preliminary recommendations for future action. (Author/FL) documentary films from World War I through the Vietnam War, this paper reports on a study that compared the effectiveness of films prepared during World War II, the Korean War, and the Vietnam War. The first section, the chronological account, touches on such subjects as the production of World War I films by the Division of Pictures, established in 1918; the growth of the American documentary tradition that contributed to later U. S. military films; the development by Frank Capra, a Hollywood producer, of a series of World War II films entitled Why We Fight'' in response to the Pentagon's needs for propaganda; and the production of two subsequent propaganda films, Why Korea'' and Why Vietnam.'' The second section discusses the research approach used in comparing results of analyses of Why Korea'' and Why Vietnam'' with results of a previous analysis of the Why We Fight'' series. In its third section, the paper reports observations made regarding visual, audio, and thematic aspects of the three films. It concludes that from an artistic point of view, Why We Fight'' is superior to both of the later films, providing a far richer visual experience and complementing the visual elements more effectively through music and narration. It also reports the generally negative response to Why Vietnam.'' (GT)

ED 178 997 CS 502 723

McDowell, Earl E. McDowell, Carlene E.

An Investigation of Sex Roles, Dimensions of Interpersonal Attraction and Communication Behavior In a Small Group Communication Exercise.

Pub Date-Nov 79

Note-43p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Group Dynamics, *Interpersonal Attraction, Interpersonal Competence, *Interpersonal Relationship, *Psychological Characteristics, Research, Secondary Education, *Sex Differences, *Sex Role, Speech Communication

Identifiers-*Communication Research

Biological sex, social area, task area, and psychological sex were used as independent variables when 72 high school students in speech communication classes rated themselves and other members of small discussion groups. The results for males, females, and composite groups revealed that psychological sex was a more significant discriminating variable than biological sex for dimensions of interpersonal attraction, communication behavior variables, and determining who contributed more to the communication task climate. Participants who indicated that they contributed more to the social climate made more social-emotional positive comments. Similarly, participants who indicated that they contributed more to the task made more task-asking and task-giving comments. Other results showed that androgynous subjects were rated higher on task attraction, contributed more to the discussions, and gave more task-giving, task-asking, and social-emotional positive comments. (Author/RL)

EA

Yugoslavia. Chapter 1 describes the variety of approaches that individual countries use to finance their primary schools and the major trends in school finance policy in each country. Chapter 2 of the study compares and contrasts the diverse arrangements that countries have developed to accomplish particular educational policy objectives. Finally, chapter 3 summarizes the report and indicates some of its limitations as well as its contributions to comparative study. One of the findings that emerge is that some of the federal countries equalize at as high, or at even higher levels, than do some of the unitary states. Also, the presence of a federal form of government structure does not appear to be controlling with respect to either the intensity, or the success, of equalization efforts. (Author) roster of delegates is appended. (Author/PHR)

ED 179 217 IR 007 879

Library Information Handbook: Handbook of Standard Terminology for Reporting and Recording Information about Libraries.

National Center for Higher Education Management Systems, Boulder, Colo.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0404
Note-317p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Administrator Guides, *Classification, *Data Collection, *Information Dissemination, *Libraries, *Library Administration, Library Planning, Library Programs, *Library Standards

Developed on the premise that all types of libraries have a common set of functions, purposes, and resources which outweigh their differences in setting, size, and organizational goals, this preliminary edition is intended to (1) provide an informed basis for library management and planning, (2) facilitate communications among libraries, and (3) forward a common language and framework for external reporting. It supplies a language and structure with which to organize data and concepts about the library, and constructs a formula by which to transmit comparable and consistent information. Managers, boards of trustees, and other library decision makers are given guidance in identifying items of information from which to obtain factual and comparative data for developing policies and decisions; for communication with constituencies, legislative bodies, and governing organizations; and for fulfilling the information requests of outside agencies. In addition, the basis for translating data from internal systems to external communications systems is provided. A glossary includes definitions for categories which the library manager may wish to select as part of internal management systems, thus furnishing a foundation for information exchange which may help to ensure compatibility among data collected at various levels by various organizations. (FM)

ED 179 238 IR 008 008

Bellassai, Marcia Courtney

Libraries and Literacy: A Theme Conference Summary. White House Conference on Library and Information Services: Pre-Conference Meetings on Special Themes, April 1-4, 1979.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Oct 79

Note-17p.; For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Developmental Programs, Illiterate Adults, Information Dissemination, Library Associations, *Library Role, *Library Services, *Literacy Education, *Policy Formation

Identifiers-*White House Conference Library Info Services

Literacy being a major concern at state level preconferences, a theme conference was held to develop recommendations as to how libraries, in cooperation with other concerned agencies, can work toward solving the continuing problems of illiteracy in the U.S. Approximately 200 participants representing the library and educational communities, the government, business, and the private sector, were divided into eight discussion groups and generated 16 recommendations. This report includes a brief review of the background, the six basic tenets which provided the conceptual framework for consideration of literacy problems in relation to libraries, and a summary of the recommendations nine for the federal level, two each for the private sector and the state level, and three for the local level. (SW)

ED 178 675 **DOCUMENT RESUME** AA 001 072

Resources in Education (RIE). Volume 15, Number 4.
Educational Resources Information Center (DHEW), Washington, D.C.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Apr 80
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. On annual subscription, $42.70 (Domestic), $53.40 (Foreign)
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, Education, *Indexes (Locaters)
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

ED 178 694 CE 020 208

Segal, JoAn S.

Learning Opportunities for Adults: A Literature Review.

Western Interstate Commission for Higher Education, Boulder, Colo.
National Center for Higher Education Management Systems.
Pub Date-Oct 77
Note-234p.; Not available in paper copy due to thin type
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Development, *Adult Education, Adult Learning, *Adult Students, *Educational Methods, *Educational Objectives, Educational Practice, *Educational Resources, Human Resources, Learning Motivation, Literature Reviews, Productivity, School Community Relationship, Subject Index Terms

The literature review reported here was conducted to assess the state of knowledge and attitude of those writing about adult learning and education and to determine how terms were used in that body of literature. (The ultimate goal was development of a handbook of descriptors for use in communicating about learning opportunities for adults.) Focus in the eight chapters is on trends in the decade: (1) reviews general works (dictionaries, histories, statistical works, classification, philosophical works), (2) deals with literature defining the nature of the adult learner and adult development, (3) uses a primary function typology to describe providers (institutions, organizations, groups, and individuals offering adult learning experiences), (4) follows a question/answer format to examine motives, objectives, and needs of learners and providers, (5) related motivation for learning to available learning experiences, the methods of study, and the supporting framework for adult education, (6) addresses the questions of resources of four kinds: human, financial, physical, and time, (7) examines the interaction between individuals and the community as learning opportunities are explored, and (8) presents an example to demonstrate the effectiveness of the categorical descriptors (adult learners, providers, objectives, outcomes, content, methods, functions, and resources) in describing the literature of adult learning opportunities. The 342-item bibliography (selected from 650) concludes the review. (FP)

certificate of completion from a post-high school training program. The agricultural and health occupations teachers had more professional (degree) level programs than had the trade and industrial and home economics teachers. (The objectives for the preservice program of instruction and profiles on each subpopulation are appended.) (LRA)

non-professionally trained teacher plays an important part as to whether or not this teacher maintains his teaching position during the entire school year. In addition, it was found that the teaching of the basic classroom management competencies needs to be reviewed by the teacher educators and state staff for inclusion in the preservice program of instruction. The greatest pleasure of the newly employed, non-professionally trained vocational teachers, during the first three months of the school year, was that of watching their students develop new skills and knowledge. (Data collection instruments, a profile of teachers, and a summary of topics covered and their frequency of use or encounter are appended.) (LRA)

research and communication problems; Alton Ice, who spoke on the need to direct research money to teachers at the secondary and postsecondary levels; and Virginia Cutter, who spoke on the role, scope, and function of the Division of Dissemination. Small group presentations centered around twenty-one research projects that have been completed withing the past two years. (Conference evaluation data and abstracts of the twenty-one research projects are included.) (LRA)

ED 178 730 CE 022 968

Moore, Lin

Training of Child Care Providers to Use a Nonsexist Approach to Child Development. A Final Report of Research.

San Antonio Coll., Tex.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Jun 79

Note-146p.; Prepared through the Department of Child Development

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Changing Attitudes, *Child Care Workers, Child Development, Child Development Specialists, Childhood, College Teachers, *Curriculum Development, Curriculum Research, Demonstration Programs, Education, Inservice Education, Postsecondary Education, *Sex Discrimination, *Sex Role, *Sex Stereotypes, Social Attitudes, Statistical Data, *Vocational Education

Identifiers-Attitudes Toward Women Scale

Using the Attitudes toward Women Scale (AWS), a comparative study of college student attitudes concerning sex role stereotyping and sex bias was undertaken to evaluate the effectiveness of a project consisting of inservice training for college faculty and staff, a training program for 375 child care providers (child development students), and a model program of nonsexist curriculum development. The child development students (experimental group) and 718 psychology students (control group) were assigned to two pretest-posttest and two posttest-only groups. The training program included consultant and community workshops, practicum experiences, and parent involvement activities designed to eliminate sex bias. An analysis of variance found no significant differences between experimental and control group pretest scores or when the pretest-posttest and posttest-only groups were compared. When these latter scores were compared by department, the experimental group scores showed significant change whereas the control group did not, indicating training effectiveness in changing student attitudes. Utilization of results included availability of nonsexist materials to college faculty, staff, and students as well as community facilities; journal articles; packets of materials for child care providers; and consulting services availability. It was recommended that a comprehensive inservice training program be set up for postsecondary level vocational education personnel, and that a model training program for child development students be tested in community colleges. (Appendices include the AWS, lists of recommended audiovisual, adult, and children's resources, and workshop plans.) (CP)

ED 178 877 CS 005 113

Baumann, James F. Schneider, Karen Wilson

Apprehension Span of Adult Fluent Readers: A Clarification of J. M. Cattell's Classic Research on Letter and Word Perception.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TR-520

Pub Date-Sep 79

Grant-OB-NIE-G-78-0217

Note-38p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Context Clues, *Reading Ability, *Reading Comprehension, *Reading Processes, *Reading Rate, Reading Research, *Reading Skills, Tachistoscopes, Visual Perception

The amount of print that 42 college students apprehended in 40 millisecond tachistoscopic flash presentations was monitored for strings of random letters, unrelated words, and words in context (sentences). The results indicated that mean apprehension spans per flash were 3.7 letters for random letters, 9.3 letters (2.0 words) for unrelated words, and 11.5 letters (2.4 words) for words in context. These findings were consistent with those of J. M. Cattell, except that Cattell reported a mean of four words for words in context. Although context did not increase apprehension spans as much as Cattell and others have reported, the results do not negate the importance of context in normal reading. The results also indicate a strong positive correlation between the numbers of letters and words correctly and incorrectly identified. This correlation seems to support the risk taking'' hypothesis, which states that better readers will make more errors in an effort to make more correct identifications. (Author/RL)

ED 178 901 CS 005 138

Duck, Greg

A Comparison of the Reading Achievement of Queensland Year 5 Pupils between 1971 and 1977.

Queensland Dept. of Education, Brisbane (Australia).
Pub Date-Jun 79
Note-32p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Elementary Education, Followup Studies, Foreign Countries, Grade 5, Reading Ability, *Reading Achievement, *Reading Comprehension, Reading Rate, *Reading Research, *Reading Tests, *Vocabulary Development
Identifiers-*Australia

The 1976 reading achievement scores of year 5 pupils in Queensland (Australia) primary schools were compared with the scores of year 5 pupils in 1971, using Reading Test QR5. The sample included 1,754 students in 111 primary schools. Analysis of the results showed that scores for vocabulary development, comprehension of implied meaning, and reading speed declined significantly from the all-time high scores of 1971. No changes occurred in total reading comprehension, comprehension of literal meaning, and scores on the QR5 basic reading test. Concern for decline in reading test scores led to a retest in 1977, which showed no change in reading ability between 1976 and 1977. Although reading achievement in 1977 was lower than in the peak year of 1971, achievement was higher in 1977 than in any other periodic survey since 1955. (RL)

from others and create an elite group a group that might take over and control our society, leaving the rest of us without anything to say; a good program for gifted students is good for all students; priorities, more competing, and more obvious such as funds to support programs for disadvantaged and handicapped students, deserve more immediate attention than programs for the gifted; gifted students are products of suburbia and of well educated parents who represent the elitist society; we wouldn't need a special program for gifted students if classroom teachers were doing their right job; individualized instruction abolishes the need for separate programs for gifted students; gifted students are immature and maladjusted they will suffer if allowed to skip a grade or two; and we believe that all children are gifted.''
(SBH)

ED 179 058 EC 122 055

DeGangi, Georgia Larsen, Lawrence A.

The Assessment of Postural Control, Reflex Integration, and Bilateral Motor Coordination of Young Handicapped Children. Final Report.

Georgetown Univ., Washington, D.C.; Johns Hopkins Univ., Baltimore, Md.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.
Pub Date-Aug 79
Grant-G007802652
Note-145p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Clinical Diagnosis, *Developmental Disabilities, *Diagnostic Tests, Evaluation Methods, Exceptional Child Research, Motor Development, *Perceptual Motor Coordination, Preschool Education, Sensory Integration, *Test Validity
Identifiers-*Assessment of Sensorimotor Integration

A measurement device, Assessment of Sensorimotor Integration in Preschool Children, was developed to assess postural control, reflex integration and bilateral motor integration in developmentally delayed children (3 to 5 years old). The test was administered to 113 normal children and results were compared with data collected on 23 developmentally delayed children. Among findings were the following: in the area of reflex integration, the tonic neck reflexes in the quadraped position were the best indicators of integrated function; in the area of bilateral motor integration, symmetrical grasp patterns measured in the rolling pin activity and the ablity to cross the body midline or transfer to a preferred hand were identified as the most basic skills; and cooperating therapists reported they found the test to be useful for 3 to 5 year olds who had gross and fine motor delays, learning disabilities, hypotonic cerebral palsy, and mild to moderate mental retardation. Appendixes, which make up the bulk of the document, include a manual entitled Assessment of Sensorimotor Integration in Preschool Children'' by G. DeGangi, the parent's checklist, informed consent form, sample activities for parents, and a copy of the validity questionnaire. (SBH)

more than 10 million speakers each are national languages. Besides these, there are three languages with special sociolinguistic functions: Pidgin, the contact language; English, the official administrative and educational language; and Arabic, the language used for religious purposes by a large segment of the population. This situation is the context for the discussion of the following: (1) education in general; (2) Nigerian languages and education; (3) the position of English, Pidgin, Arabic, and French with regard to education; and (4) the standardization of Nigerian languages and education. It is concluded that a uniform and centralized policy could not be applied to the entire country, but that each state, and even each ethnic group, would have to find a workable formula adapted to local, regional, and national needs. A solution might be to use the native language of the children involved for elementary education. This would be followed by education in either a second Nigerian language or in English, depending on the part of the country. (AMH) questions at 36 months. What,'' where,'' and who'' questions occurred most often with the copula or pro-verbs; most why,'' which,'' and when'' questions occurred with descriptive verbs; and how'' questions were evenly divided between the two categories. Later-emerging wh'' forms were used with a greater variety of verbs than earlier forms, in a pattern that suggests the involvement of both the syntactic function of individual wh'' forms and the semantics of descriptive verbs. Finally, the use of ellipsis in forming wh'' questions emerged with the development of the capacity to formulate contingent queries for further information. (JB) assertive confidence. Specific suggestions that can help the individual to act more assertively and feel more confident during job search are offered. It is essential as a first step to define interests, skills, and values. Resource books are noted that may be helpful in deciding what job areas an individual may want to pursue, and a work form is included that may help clarify the job objective. Steps necessary to develop a professional network, telephoning people that are identified through referral, and conducting personal information-gathering interviews effectively are covered. Charts showing written information resources and other resources for researching a specific job opening are included. (SW)

ED 179 140 HE 011 950

Cross, K. Patricia

The New Frontier in Higher Education: Pioneers for Survival.

Educational Testing Service, Berkeley, Calif.
Pub Date-30 Jul 79
Note-18p.; Paper prepared for the Summer Institute of NOVA University (San Diego, CA, July 30, 1979)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, *College Role, *Community Colleges, Computer Assisted Instruction, *Educational Change, Educational Innovation, *Educational Planning, *Futures (of Society), Higher Education, Individualized Instruction, Junior College Students, *Postsecondary Education, Student Characteristics

The future of higher education, especially that of the community college, is discussed. The role of the community college in advancing new concepts such as open admissions, equal opportunity, and community involvement is recounted. The development of higher education in the United States is traced, and problems created by the recently instituted policy of open admission are examined. The heterogenity of students necessitates a change in instructional practices that are based on a very homogeneous population. The development of effective and inexpensive individualized instruction is proposed as the solution to the problem of student diversity. Modified schedules to accommodate adult learners, greater learner participation, peer tutoring, and cooperative learning projects are all modifications that will better meet the economic and academic needs of the student. Technological advances facilitate individualization, both in communication to students and in instruction, and teachers need to reexamine their roles as educators in the future. (PHR)

ED 179 158 HE 011 985

Bok, Derek C.

Reflections on the Ethical Problems of Accepting Gifts: An Open Letter to the Harvard CommunitV.

Harvard Univ., Cambridge. Office of the President.

Pub Date-4 May 79

Note-7p.; For related documents, see HE 011 986-988

Available from-Harvard University, Massachusetts Hall, Cambridge, MA 02138

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Freedom, College Administration, Conflict, Educational Finance, Endowment Funds, *Ethical Values, Financial Support, Higher Education, *Institutional Autonomy, Political Influences, Presidents, Private Colleges, *Private Financial Support, Public Relations, *School Community Relationship, School Industry Relationship, Self Determination, Social Attitudes, Standards

Identifiers-*Donors, *Harvard University MA

The ethical problems of receiving funds and the objections raised by concerned members of the university community are discussed by the president of Harvard University. It is proposed that donations be rejected that force the institution to deviate from its chosen standards of admission, or permit the donor to determine the selection of professors or other academic personnel, or compel the university to promote a particular set of values or beliefs. An institution may consider it in bad taste to become involved with an objectionable benefactor and will wish to refrain from celebrating the gift in a manner that implies support for the donor's behavior. It is doubtful that universities have an ethical obligation to reject such gifts. In and of itself, the act of accepting a donation does not imply an endorsement of the views or actions of the benefactor. In certain cases, a gift may be designed, not merely to benefit the university but to achieve some other aim that is ethically objectionable. Examples of situations where gifts might be accepted or refused and the ramifications of the issues are discussed. (SW)

ED 179 176 HE 012 011

Keller, Michael J.

Factors Related to the Withdrawal of Students from Miami University. Survey Report.

Miami Univ., Oxford, Ohio. Student Life Research Service.
Pub Date-Oct 79
Note-40p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Students, *Dropout Attitudes, Dropout Research, Higher Education, Institutional Research, Participant Satisfaction, Questionnaires, *School Holding Power, School Surveys, *Student Experience, Student Opinion, *Withdrawal
Identifiers-*Miami University OH, Student Attrition

A study, as part of a larger report on attrition and retention of students at Miami University, was undertaken to determine the reasons for withdrawing from the university prior to earning a degree. A questionnaire was mailed to the 1,026 students in the 1978 class who voluntarily left the institution and for whom correct addresses could be obtained. The most revealing question in the survey was probably an open-ended item that asked students to describe their major reason for leaving Miami. Responses were organized into one of eight categories: curriculum, personal circumstances, motivation, student life, academic ability, financial concerns, environmental problems, and instruction.

Successful dropouts'' (those who left the college in good academic standing) tended to leave because they found another institution offering a curriculum of courses more suited to their needs, because of personal reasons only marginally related to Miami University, and because they felt out of place with other students or with Miami University's conservative environment and conduct regulations.

Unsuccessful dropouts'' tended to withdraw because of poor academic performance, loss of interest in attending college, and personal circumstances. Miami University was found to be a satisfactory experience for most of the dropouts. (SW)

ED 179 195 IR 007 856

Individualized Instruction for Data Access (IIDA). Quarterly Report No. 4.

Drexel Univ., Philadelphia, Pa. Graduate School of Library Science.; Franklin Inst. Research Labs., Philadelphia, Pa.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Mar 79

Grant-DSI-77-26524

Note-33p.; For related document, see ED 168 462

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Computer Programs, Data Bases, Higher Education, *Individualized Instruction, *Information Retrieval, Information Systems, On Line Systems, *Search Strategies, Systems Analysis

Identifiers-*Computer Software, DIALOG, *Individualized Instruction for Data Access

A brief summary of the progress and status of the Individualized Instruction for Data Access (IIDA) project is followed by a report focusing on the principles and rules for analyzing a computer search performed using the IIDA software, and adaptation rules for the deferment of error messages in the case of frequent violations of the same rule. The IIDA computer software system consists of four main programs, three in the exercise mode a preliminary introduction to searching, a practice search exercise, and more advanced training, and one in the assistance mode designed to assist the user in the performance of a search of his own choosing. Twelve principles are enumerated and described for the analysis of such a search: string and cycle analysis, repeated commands, null sets, unused sets, thrashing, dwelling, relevance, print control, use of null sets, time, syntax, and slack and help requests. Diagnostic rules given are concerned with the general configuration of the search and procedural diagnostic rules. Adapting rules deal with the nature of rule adaptation, the assignment of rules to classes, and the evaluation of rule adaptation. Seven references are listed. (CMV)

ED 178 712 CE 022 567

Peterson, Richard E.

Technology Education Curriculum Guide, Grades K-5. Paden City Elementary School, Paden City, West Virginia.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.; West Virginia Univ., Morgantown. Dept. of Technology Education.
Pub Date-Jul 79
Note-69p.; Not available in paper copy due to marginal reproducibility
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Guides, Educational Objectives, *Elementary Education, *Learning Activities, *Program Development, Teaching Guides, *Technology

Designed to enable elementary school teachers to introduce the study of technoology to their students, this curriculum guide is divided into seven sections. Following the introduction, this guide includes a program rationale, curriculum goals, a model of the content structure of technology, an instructional format, and grade-level themes with suggested activities. The final section contains a series of twenty-one one-page examples of learning experiences. Each learning experience provides a learner competency statement, activities, resources, and evaluation activities. Appended material includes a list of representative technological concepts and elementary school technology program characteristics. (LRA)

Wong, Stephen E. And Others

Training Behavioral Contractors to Conduct Initial Assessment Interviews.

Pub Date- 78

Note-24p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives, Behavior Theories, *Communication Skills, *Contracts, Higher Education, *Interaction, *Interviews, Skill Development, Teaching Methods, Training Techniques, *Verbal Communication

Identifiers-*Behavior Contracts

The effectiveness of a training package for teaching behavioral contractors to conduct initial assessment interviews was evaluated. Verbal responses including professional conduct statements, behavioral assessment questions, and positive process statements were targeted for instruction. Training consisted of written prompts and quizzes, rehearsal, feedback, and a negative reinforcement contingency. Responses of trainees and either role-played or volunteer clients were recorded during a series of simulated assessment interviews. Results obtained within a multiple-baseline across subjects design indicated that written prompts and quizzes, rehearsal, and feedback were effective in increasing targeted verbal behaviors of trainees. In addition, responses of role-played and unscripted clients to behavioral assessment questions also increased after training. The effects of adding continuous feedback and the negative reinforcement contingency were inconsistent across subjects. (Author)

ED 178 973 CS 502 689

Sharf, Barbara F.

Rhetorical Analysis of Non-Public Discourse.

Pub Date-May 79

Note-26p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, PA, May 5-7, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Discourse Analysis, *Rhetoric, *Rhetorical Criticism, *Speech Communication

In arguing for a functional rather than contextual definition of rhetoric, this paper explains that an addressed audience and not a public setting is what makes the concept of rhetorical quality'' meaningful. The paper then notes that the defining characteristics of rhetorical quality are goal orientation and strategy, and it reasons that nonpublic discourse may be considered as if rhetorical. It next discusses the usefulness of treating nonpublic modes of communication rhetorically. Finally, it identifies conceptual and methodological issues related to this trend in rhetorical analysis in terms of extant literature and possible implications of future development. (FL)

ED 179 020 EA 012 265

Thomas, M. Donald

Performance Evaluation of Educational Personnel. Fastback 135.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date-79

Note-60p.; Not available in paper copy due to small print of original document

Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; $0.60 to PDK members; quantity discounts)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Case Studies, Conferences, Educational Accountability, Elementary Secondary Education, *Evaluation Methods, Legal Problems, *Performance, *Personnel Evaluation, School Personnel, *Teacher Dismissal, *Teacher Evaluation

This pamphlet makes a case for performance evaluation of educational personnel as the primary method for improving schools. The case is developed through commentary, examples, and statements of educators familiar with performance evaluation. The paper examines current issues related to the evaluation of educational personnel such as the purpose of evaluation, the relationship between evaluation and teacher unionism, evaluation and the negotiation process, evaluation as a basis for staff development, and the ability of educators to police themselves. A separate chapter is devoted to a discussion of six school districts in the country that have model performance evaluation programs. Final chapters deal with accountability, the evaluation conference, and termination of an employee. (Author/LD)

EC

ED 179 037 EC 121 713

Roth, Ellen A., Ed. Rubin, Judith A., Ed.

Perspectives on Art Therapy: The Proceedings of the Pittsburgh Conference on Art Therapy (2nd, Pittsburgh, Pennsylvania, May 20, 1977).

Pittsburgh Univ., Pa. Dept. of Psychiatry.

Spons Agency-Maurice Falk Medical Fund, Pittsburgh, Pa.; Pittsburgh Association for the Arts in Education and Therapy, Pa.; Pittsburgh Child Guidance Center, Pa.

Pub Date-78

Note-64p.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Art Therapy, Creative Art, Dance Therapy, Drama, *Handicapped Children, Play Therapy, Professional Training, *Therapists, Workshops

Identifiers-Pennsylvania, Pittsburgh Conference on Art Therapy 2nd

The proceedings of the 2nd annual Pittsburgh Conference on Art Therapy (with handicapped persons) consists of 44 items including full length papers, summaries of previously published papers, descriptions of workshops, and a limited number of abstracts (submitted by those who chose not to present a paper or workshop description). The papers are grouped into six parts, each beginning with an introduction. Part 1 deals with basic issues of percept and product. Parts 2 and 3 are concerned with the practice of art therapy in mental health facilities and educational institutions, with children and adults, individuals and groups. Part 4 focuses on the training of professionals in and through art therapy. Part 5 reflects on the creative process, and Part 6 concludes with the state of the arts in education and therapy. Contributions from professionals (primarily from western Pennsylvania) include not only art therapists, but also psychologists; psychoanalysts; movement, play, and drama therapists; specialists in child development; art history; and social work. (Author/PHR)

ED 179 081 FL 010 563

Faik, Sully And Others

Le Zaire: Deuxieme pays francophone du monde? (Zaire: The Second Francophone Country in the World?)

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-77

Note-34p.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*African Culture, African Languages, *Cultural Interrelationships, Culture, Demography, *Developing Nations, Educational Trends, *French, Human Geography, Language Instruction, Language of Instruction, *Language Planning, *Language Usage, Public Policy, Sociocultural Patterns, Speech Communication, Surveys, Written Language

Identifiers-*Zaire

The school setting is now the only place where one can learn French in Zaire. At present Zaire is regaining its authenticity especially through the effort to promote its native language and literature. At the same time, French is also gaining ground due to the increase in formal education, still almost totally in French. Summaries of the research are given in the following areas: (1) population trends; (2) situations of French usage, including a discussion of direct and indirect use of the spoken and written language in relation to social milieu, sex, and education level; and (3) a qualitative and quantitative evaluation of French instruction on all levels. It is concluded that the adoption of methods of teaching French as a second language will allow the child and adolescent to establish a balance between the discovery and affirmation of his or her own identity and the desire to be open to the outside world. This balance would favor a better knowledge of French, not as a vehicle of civilization, but as a communication tool. (AMH)

ED 170 101 FL 010 742

Colvin, Ruth J.
I Speak English: A Tutor's Guide to Teaching Conversational English.
Literacy Volunteers, Inc., Syracuse, N.Y.
Pub Date-76
Note-70p.
Available from-Literacy Volunteers of America, Inc., 623 Midtown Plaza, 700 East Water Street, Syracuse, NY 13210 ($4.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Class Activities, Communicative Competence (Languages), *Conversational Language Courses, *English (Second Language), *Language Instruction, Language Tests, Material Development, Student Characteristics, Teacher Evaluation, Teaching Guides, *Teaching Methods, *Tutoring, Units of Study

Prior to setting forth recommended classroom procedures, this guide discusses the needs and characteristics of the student of English as a second language (ESL) as well as the requirements for successful ESL tutoring. The principles of ESL testing are set forth, and an informal placement pre-test and post test are included. The units of instruction cover both teaching methods and course content. Discussions of basic classroom techniques, such as various types of drills and the use of visual aids, alternate with descriptions of classroom activities designed to meet specific goals. These goals include the development of language skills, progress toward U.S. citizenship, and fostering cross-cultural communication. The last chapter consists of a tutor competency evaluation. (JB)

ED 179 121 HE 010 804

Howard, Suzanne

But We Will Persist. A Comparative Research Report on the Status of Women in Academe.

American Association of Univ. Women, Washington, D.C.
Spons Agency-Phillips (Ellis L.) Foundation, New York, N.Y.
Pub Date-78
Note-93p.
Available from-AAUW Sales Office, 2401 Virginia Ave., N.W., Washington, DC 20037 ($8.50)
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, *Affirmative Action, Career Opportunities, College Faculty, College Students, *Educational Opportunities, *Employment Opportunities, Equal Education, Equal Opportunities (Jobs), Federal Legislation, *Females, Higher Education, National Surveys, Professional Recognition, Questionnaires, Statistical Data, *Status, Trustees, *Women Teachers
Identifiers-*American Association of University Women

A national survey was conducted by the American Association of University Women (AAUW) in 1970 to assess the status of women on U.S. campuses and the extent of their participation at all levels of involvement as students, administrators, faculty, and trustees. The study, Campus 1970, Where Do Women Stand?'' involved over 450 colleges and universities holding corporate membership in AAUW. An update is provided of Campus 1970,'' which was designed to provide information about changes and trends in the status of women. The earlier report provided data for the years 1967-70, and the more recent survey concentrates on developments from 1973-76. The recent survey sought to identify new programs, structures, and practices that have been initiated by colleges and universities, and problems college presidents have faced and perceived areas of need in complying with the Title IX regulation. Contents of the report are: a summary of the major findings of the study; conclusions and major recommendations for expanding and equalizing women's educational and employment opportunities on campuses; a description of the method of data collection and analysis; a comparison of the 1976 survey sample with the 1970 sample and with related national statistics for colleges and universities; data analysis on the many dimensions of the status of women on the campuses in their roles as students, administrators, and faculty members; and the impact of equal opportunity laws on women. A list of participating colleges and a sample questionnaire are included. (SW)

ED 178 748 CE 023 176

Owens, Thomas R. And Others

Experiential Learning Programs: Synthesis of Findings and Proposed Framework for Future Evaluations.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.

Pub Date-Mar 79

Contract-J-9-M-8-0111

Note-55p.; For related documents see CE 023 177-179 and CE 023 181

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Career Education, Educational Assessment, *Evaluation Methods, *Evaluation Needs, *Experiential Learning, High Schools, Literature Reviews, *Program Evaluation, Relevance (Education), Vocational Education, Work Experience Programs

This study was conducted to review evaluation studies of high school experiential learning programs to determine the nature of their findings and the essential elements that produce effective learning experiences in the community, and to assess the approaches used in these evaluations. Literature reviewed for the study centered on (1) work experience and training programs, (2) career or vocational programs, and (3) vocational/noncareer experiential programs such as service learning programs. Findings from the review of the literature indicate that the majority of evaluations appear to be poorly conceptualized and fail to build on previous evaluations of similiar programs. Based on these findings, a new framework for future evaluations was developed that includes three critical aspects: predesign investigations, designing the evaluation, and implementing and reporting the evaluation. (Nine policy recommendations that emerged in the process of assessing evaluations of experiential learning projects are included.) (LRA)

Oversight Hearings on Assessment of Coordination of Youth Employment Programs under the Vocational Education Act and CETA. Part I. Hearings before the Subcommittee on Elementary, Secondary and Vocational Education jointly with the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-sixth Congress, First Session (June 12-13, 1979).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-Jun 79

Note-249p.; Not available in paper copy due to small, light print

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Career Education, *Employment Programs, Hearings, Postsecondary Education, *Program Coordination, *Program Effectiveness, Program Improvement, *Vocational Education, *Youth Employment, Youth Programs

Identifiers-Comprehensive Employment and Training Act, Vocational Education Act 1975

Proceedings are presented of hearings before the Subcommittee on Elementary, Secondary, and Vocational Education and the Subcommittee on Employment Opportunities on the assessment of coordination of youth employment programs under the Vocational Education Act and The Comprehensive Employment and Training Act (CETA). Focusing on the level of cooperation between educational agencies and CETA programs serving youth, testimony was received from nine educational administrators. In addition, prepared statements by each of the witnesses and other educators are presented. (LRA)

ED 178 810 CG 013 921

O'Quin, Karen Aronoff, Joel

Eliciting Compliance: Humor as a Technique of Social Control.

Pub Date- 79

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, New York, September 1-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety, *Humor, *Mediation Theory, Motivation Techniques, Predictor Variables, *Relationship, Sex Differences, *Social Influences

The hypothesis that verbal humor may serve as a technique of social influence was tested for the first time under experimental conditions. Humor-moderating attempts at social influence and an examination of potential intervening variables tested the prediction that verbal humor would produce compliance. In a dyadic bargaining paradigm, at a predetermined point in the negotiation, subjects received a demand (from a confederate) that varied in size and was administered in either a humorous or a non-humorous way. Results supported the major hypothesis that humor would result in an increased proportional concession. While sex differences, size of demand and possible intervening variables produced different responses, they did not affect compliance. Humor increased concession amounts, the subject's laughter and liking for the task, while marginally lowering self-reported tension. Where tension-reduction and liking of the partner are important mediators, humor, therefore, may prove helpful. (Author/LS)

ED 178 833 CG 013 946

Women in Midlife Security and Fulfillment (Part II), Annotated Bibliography. A Compendium of Papers Submitted to the Select Committee on Aging and the Subcommittee on Retirement Income and Employment, House of Representatives, Ninety-Fifth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.-House-95-171
Pub Date-Dec 78
Note-186p.; Best copy available; For related document see CG 013 945
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Females, Futures (of Society), *Guaranteed Income, Literature Reviews, *Middle Aged, Older Adults, *Public Policy, Research Reviews (Publications), *Retirement, *Security (Psychology), Senior Citizens, Social Science Research

This annotated bibliography complements the study of women in midlife (CG 013 945). The bibliography and annotations correspond to each paper and chapter division of Part I of the compendium. The entries are presented in standard main-entry format by author with title and other bibliographic information, including Library of Congress call number. Annotations, when available, are either partial contents or summaries. Scholarly studies, articles, and books dealing with the problems of American women in midlife are represented. (Author/BEF)

ED 178 856 CG 014 023

An Ounce of Prevention: A Course for Blacks. Facilitator's Handbook.
National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-77-454
Pub Date-77
Contract-281-75-0013
Note-36p.; For related documents see CG 014 021-022
Available from-National Center for Alcohol Education, 1601 North Kent Street, Arlington, VA 22209
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Alcohol Education, Alcoholism, *Blacks, *Decision Making, *Drinking, Drug Abuse, *Identification (Psychological), *Self Concept
Identifiers-*Decisions and Drinking

This kit was developed as part of a series called Decisions and Drinking, which focusses on intelligent decision-making about alcohol use based on knowledge and freedom of choice. Each kit in the series contains a facilitator handbook, session outline cards, a set of transparencies, participant work sheets, and take-home'' summaries for each group session. Instructions are very specific, thus enabling the facilitator to use the materials as is.'' Included are provisions for the use of films designed to be shown with particular sessions, as well as feedback forms to be completed by both facilitator and participants. This kit is targeted to Blacks in the belief that an exploration of drinking decisions by Blacks must take place within the context of the fundamental importance of Black self-image in making any kind of life decision. (CKJ)

CS

ED 178 902 CS 005 139

Mikulecky, Larry Diehl, William

An Examination of Work Related Literacy and Reading Attitudes.

Pub Date-Jun 79
Note-39p.; Paper presented at the Functional Literacy Conference (Bloomington, IN, June 1979); For related document, see CS 005 140
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Literacy, *Functional Reading, *Job Skills, *Literacy, Readability Formulas, *Reading Research, Reading Skills
Identifiers-*Job Reading

After reiterating the findings of an earlier examination of job literacy, this paper discusses the results of a job literacy survey involving interviews with 107 individuals representing 100 occupations ranging from short-order cooks and assembly-line workers to lawyers and corporation vice-presidents. Other aspects of the research findings presented include an examination of the general nature of on-the-job literacy tasks, the difficulty of job materials, the relationship between that difficulty and an individual's reading ability, the relationship between literacy and job success, and the characteristics of competent and noncompetent readers. The paper also points out problems inherent in research that attempts to define a national, generalized, functional literacy. (AEA)

ED 178 925 CS 205 271

Barnett, Stephen R.

Local Monopoly in the Newspaper Industry: Some Skepticism about Its Economic Inevitability and Governmental Embrace.

Pub Date-Dec 78

Note-72p.; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978); For related documents, see CS 205 269-278 ; Best copy available

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Economic Factors, *Federal Legislation, *Industry, *Marketing, *Newspapers, Publicize

Identifiers-Advertising, Monopoly, *Newspaper Preservation Act 1970, Ownership

This is one of several papers presented at a Federal Trade Commission Symposium on Media Concentration. Local newspaper monopolies exist in over 97% of U. S. cities. However, inevitable economic forces are not the only cause of monopoly as some have suggested. Two other contributors to monopoly have been economic practices by daily newspapers and governmental intervention in the economics of daily newspapers. While various economic practices have encouraged monopoly, combination rate structures have been especially instrumental. Combination rates are for space sold simultaneously in both a morning and evening newspaper, published by either a single owner or by two publishers operating under a joint operating agreement. The intent behind the rates not only reflects a philosophy of reduced combination costs, but makes the combination a must-buy, eliminating competition. With the Newspaper Preservation Act, Congress has created an antitrust exemption for the joint-operating agreements existing between the only two daily newspapers in 22 cities. These agreements, consisting of plant-sharing, joint price-fixing of advertising and circulation rates, and a sharing of profits, have worked to prevent entry by other newspapers into the market and have established a congressionally approved editorial voice in these cities. (MKM)

Kobre, Ken

Last Interview with W. Eugene Smith on the Photo Essay.

Pub Date-Aug 79

Note-34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Captions, Creative Expression, *Interviews, *Journalism, Layout (Publications), *Periodicals, *Photographs, Photography

Identifiers-*Photojournalism, *Smith (W Eugene)

An interview with W. Eugene Smith, well-known photographer and photographic essayist, is presented in this paper. The introductory section of the paper contains a biographical sketch of Smith and a discussion of his photographic essays on a number of topics, including World War II scenes, life in a Spanish village, the work of a black midwife in the backcountry of North Carolina, Albert Schweitzer, the city of Pittsburgh, and the town of Minamata, Japan, whose residents were poisoned by mercury. The interview itself deals with many issues related to Smith's photography and experiences. Among these are: the relationships among pictures that distinguish a photographic essay, the way Smith's photographic essays about Pittsburgh differ from photographs about Pittsburgh taken by National Geographic'' photographers, Smith's methods for approaching the making of a photographic essay, the role of the photographer in working with the people being photographed, the relationship of captions to the photographs in Smith's essays, and the importance of layout. (GT)

ED 179 230 IR 008 007

New Communication and Information Technologies and Their Application to Individual and Community Use: A Theme Conference Summary. White House Conference on Library and Information Services: Pre-Conference Meetings on Special Themes, June 20-21, 1979.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Oct 79
Note-13p.; For related documents, see IR 008 001-013 and IR 008 213
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Information Services, Community Organizations, Individual Needs, *Information Needs, Information Science, Library Role, *Needs Assessment, Planning Commissions, Policy Formation, Technological Advancement, *Telecommunication
Identifiers-*White House Conference Library Info Services

The theme meeting on new communication and information technologies and their application to public and citizen uses and needs, which was coordinated by the National Citizens Committee for Broadcasting (NCCB), was designed as an educational experience and a working session. The 25 participants representing government, private industry, university, and citizens' groups explored the present state of communication and information technologies (hardware and software) and their current applications, as well as new applications of presently available technology for use by individuals and small community-based organizations. Following an overview presentation and discussion, participants divided into two groups to assess the information needs of individuals of the small community-based organization. Finally, participants separated into three workshops to develop community-based demonstration projects designed to educate the community on the most useful technologies for use at this level; to stimulate utilization of the technologies; to provide direct information services to the citizen/small organization; and to elicit information on utilization patterns and psychological responses of use patterns. This report summarizes the overview session, the results of both the needs assessment groups and the workshops, and the eight recommendations developed by participants. (SW)

ED 178 678 CE 018 247

Walker, Bonnie L. Meeder, Jacqueline
Career Education: Hard Sell or Soft Sell?
Model Secondary School for the Deaf, Washington, D.C.
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Aurally Handicapped, *Career Education, *Comparative Analysis, Educational Research, Fused Curriculum, High School Students, Program Design, *Program Effectiveness, Secondary Education, Teacher Attitudes

A study was conducted to analyze the cognitive and affective effects of hard sell and soft sell career education programs. (The infusion of career education into the traditional content areas is termed as soft sell while the hard sell approach establishes career education as a separate, formal content area.) Hard sell and soft sell approaches were analyzed with hearing-impaired students in twenty-three classes using two programs designed and developed for hearing-impaired secondary students: (1) the Career Planning System, which uses the hard sell approach, and (2) the Career Education Project, which follows the soft sell approach. Student cognitive gains were measured on pre- and posttests designed for each program. A teacher attitude questionnaire was completed by teachers using each of the two programs. While pre- and posttest results across programs show a slight increase in the mean posttest scores, neither program tested resulted in an educationally significant student gain in career knowledge or in the traditional content area. The teacher attitude questionnaire revealed that teachers in the survey preferred teaching hard sell programs and believed that students benefit more from those programs. (LRA)

ED 178 713 CE 022 611

Hilton, William J.

The State Role in a Learning Society.

College Entrance Examination Board, New York, N.Y.

Pub Date-Mar 79

Note-46p.; The list of state contacts at the end of the document will not reproduce well due to light, broken type

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Adult Basic Education, *Adult Education, Adult Vocational Education, Educational Assessment, Educational Finance, *Educational Needs, Educational Problems, Federal State Relationship, *Government Role, High School Equivalency Programs, Interagency Coordination, Policy Formation, *Postsecondary Education, Professional Continuing Education, Regional Planning, *State Agencies, Statewide Planning, Student Financial Aid

Identifiers-*Lifelong Learning

An exploration of state-level adult learning activities encompassed all aspects of adult learning, with heaviest emphasis on postsecondary opportunities. It consisted of personal, face-to-face interviews with state officials, such as those in Educational Information Centers (EIC) programs, scholarship agencies, and Title I HEA (Higher Education Act) programs, in ten major states. Information was organized around personal impressions, problems and needs, and recommendations. Although the nucleus of activity exists, activities of adult educators in most states are not well coordinated. While official attitudes are sometimes helpful, sometimes guarded, many people are indifferent to lifelong learning. In fact the feeling that predominates is that lifelong learning as an issue lacks the ``clout'' needed to reorder state education priorities. Recommendations made in light of obstacles noted were these: (1) work to develop a national concensus on key terminology related to lifelong learning; (2) popularize the concept; (3) support expanded funding for adult learning services and a national examination of financial aid needs of adult learners; (4) promote information exchange on exemplary adult learning services; (5) work to establish new programs and services and technical assistance, or broaden the applicability of extant programs; (6) strengthen the relationship between the world of work and the world of education; (7) support the development and use of institutional, regional, and statewide need assessments; (8) support the continuation and expansion of the EIC program. (CP)

ED 178 788 CG 013 864

Wilcox, Brian L.

Social Support, Life Stress, and Psychological Adjustment.

Pub Date-Apr 79
Note-22p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adjustment (to Environment), Adults, *Behavioral Science Research, Interaction, Intervention, *Mediation Theory, *Psychological Patterns, Psychological Testing, *Social Adjustment, *Stress Variables
Identifiers-*Life Stress, *Social Support

The manner in which social support mediates the relationship between stressful life events and psychological distress was examined. A random sample of 320 adult community residents completed and returned a questionnaire assessing levels of life stress, social support, and psychological adjustment. As hypothesized, a social support-life stress interaction term accounted for a statistically significant proportion of the variance for two adjustment outcome measures. Additionally, two methods of assessing social support were contrasted: one focusing on the qualitative aspects of the supportive relationships, the other on the quantitative aspects of the relationships. The results are discussed in light of frequent claims made concerning the efficacy of intervention programs based on the facilitation of natural social support networks. (Author/BEF)

ED 178 878 CS 005 114

Hoffman, James V. Condon, Mark W. F.

Using Facilitation and Interference Ratios to Identify the Underlying Processing Strategies of Poor Readers.

Pub Date-78

Note-13p.; Paper presented at the Annual Meeting of the National Reading Conference (28th, St. Petersburg, FL, November 30-December 2, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Reading Diagnosis, *Reading Difficulty, *Reading Research, *Retarded Readers, *Slow Learners

A study was conducted to determine if it was possible to identify and distinguish between poor readers who had a knowledge deficit and those who were somehow different (dialect speakers trying to read material in Standard English, for instance). A group of 20 fourth and fifth grade students were tested with normal prose, words in isolation, and phrased prose. It was hypothesized that deficit poor readers would show improvement between the word list mode and the normal prose mode while difference poor readers would show gains in the phrased prose mode. However, no differences were found among the subjects to support the hypothesis that there are distinct categories of reading disability that parallel the difference and deficit models. (TJ)

ED 178 908 EA 011 722

Thompson, Sydney

Motivation of Teachers. ACSA School Management Digest, Series 1, Number 18. ERIC/CEM Research Analysis Series, Number 40.

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0007
Note-50p.
Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($3.50; $2.75 for ACSA members)
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role, Elementary Secondary Education, *Job Satisfaction, *Rewards, *Teacher Motivation, *Theories, *Work Environment
Identifiers-Information Analysis Products

This publication discusses intrinsic teacher motivation by reviewing human resources literature and making use of educational literature and interviews with working educators. First it provides sketches of the work motivation theories of McGregor, Maslow, Herzberg, and Deci. Next, the paper examines the work and problems of teachers. Finally, it offers a review of strategies for enhancing the motivation of teachers, such as praising and providing feedback. The paper concludes that administrators should accept teachers as partners in a collective pursuit. They should seek to ease the frustrations of teaching and encourage teachers' effectiveness and achievement of psychic rewards. (Author/LD)

ED 179 050 EC 122 106

Canfield, Susan And Others

Educable Mentally Handicapped (EMH): Language Arts Level IV.

Jefferson County Public Schools, Louisville, Ky.
Pub Date-76
Note-91p.; For related information, see EC 122 107
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Objectives, Class Activities, *Educable Mentally Handicapped, *Language Arts, Learning Activities, Mentally Handicapped, *Reading Instruction, Reading Skills, Secondary Education, Teaching Methods

The curriculum guide sets forth skills and learning activities in ungraded intermediate reading I for educable mentally handicapped students in junior and senior high school. Facilitating activities, suggested materials, and behavioral objectives are listed for 14 language arts skills: recognizing and reading words ending in silent 'e;' identifying sight words; using consonant blends; recognizing vowel digraphs; reading words containing consonant digraphs; reading r-controlled words; using word endings 'ing,' 's,' 'es,' 'ed;' changing singular nouns to plurals; recognizing the capitaliztion of proper nouns; recognizing interrogative sentences; identifying words of opposite meaning; forming compound words; forming contractions; and recalling factual information. (CL)

ED 179 102 FL 010 747

Hayward, Fred M Beckett, Paul A.

The Cost of Teaching African Languages: Major Problems and Their National Implications.

Pub Date-78

Note-9p.; Presentation to the Presidential Commission on Language and International Studies ; Paper presented to the Conference on African Languages (East Lansing, MI, March 10-11, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*African Languages, *College Language Programs, Cost Effectiveness, *Costs, Educational Finance, Enrollment, *Federal Aid, Federal Programs, Higher Education, Language Enrollment, Language Instruction, *Language Programs, *Program Costs, Student Costs

Identifiers-National Defense Education Act Title VI

Major efforts have been made in the United States during the last 15 years to develop high quality programs for the teaching of African languages. These efforts are encountering increasing difficulties which are largely a function of a variety of special problems affecting the teaching of African languages. All of these problems contribute to another, the problem of the high cost of teaching African languages. In an attempt to give some idea of the scope of language teaching efforts in the United States and the cost of African language instruction, information has been gathered from eight African language and area centers. The data indicate that 28 languages were actually offered at these centers in 1976-1977 and 37 other languages could have been offered in case of demand. Data on costs and enrollments indicate that the cost of teaching African languages was $269 per credit hour as compared to $60 for Romance languages. Federal grants for these programs represent only a small proportion of the cost of these programs. A breakdown is given for costs of salaries and fringe benefits, laboratories and materials, institutional support, enrollments and credit hours, cost per enrollment, and cost per credit hour. (Author/AMH)

ED 179 141 HE 011 955

Kaplan, Joseph Edward

The Role of Students in the Inception and Implementation of Chapter 74-312(3), Laws of Florida (Student Activity Fee), 1974 to 1976.

Pub Date-Aug 77

Note-200p.; Some appendices may not reproduce well

Pub Type- Dissertations/Theses (040) - Reports - Research (143) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Bibliographies, Doctoral Theses, Higher Education, *Laws, Literature Reviews, Noninstructional Student Costs, State Action, *State Legislation, *State Universities, Student Government

Identifiers-*Florida

The study presents an analysis of the inception and implementation of the Florida law governing college student activity fees. After an introduction and review of the literature, it is explained that the data were obtained through focused research interviews with 41 participants. The following four conclusions were reached: (1) the student governments' reduced authority for the allocation of the student activity fee was the major incident that led to the inception of the activity fee legislation; (2) the political strategy of daisy-chaining or bill-riding the language of the acitivty fee bill insured the bill's passage on the last day of the 1974 legislative session; (3) procedures used by student governments to implement the activity fee bill during the fiscal year 1975-1976 were generally consistent at the nine state universities; and (4) the recommended changes or additions to Chapter 74-312(3), Law of Florida (student activity fee) ranged from no change in the statute to separating the activity fund into two separate and distinct allocations. Extensive appendices include such items as the interview schedule, letters, a case study, memoranda, and copies of legislation, including Law of Florida 74-312(3). An approximately 180-item bibliography is included. (Author/PHR)

Bok, Derek C.
Reflections on Boycotts: An Open Letter to the Harvard Community.
Harvard Univ., Cambridge. Office of the President.
Pub Date-18 May 79
Note-6p.; For related documents, see HE 011 985-988; Supplement to the Harvard University Gazette,'' May 18, 1979
Available from-Harvard University, Massachusetts Hall, Cambridge, MA 02138
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Freedom, College Administration, *College Role, Conflict, Educational Finance, Endowment Funds, *Ethical Values, Higher Education, *Institutional Autonomy, *Investment, *Political Influences, Presidents, Private Colleges, Producer Services, Public Relations, Purchasing, School Funds, *School Industry Relationship, Social Attitudes, Standards, Supplies
Identifiers-*Harvard University MA

The question of what the university should do when it purchases goods and services from firms that are said to have acted improperly is considered by the president of Harvard University. It has been proposed that Harvard join national boycotts to force companies to stop engaging in specific practices that are thought to be improper. Several objections can be made against refusing to buy from firms on social or ethical grounds. It would be difficult to develop consistent standards to determine when a company's behavior was sufficiently objectionable to merit this treatment. A university would also assume a heavy administrative burden if it decided to cease making purchases on moral grounds. Universities might endanger their independence and academic autonomy if they claim the right to use economic leverage to influence business policies. The risk of abuse in deciding what is morally right is so great that it seems wiser for private organizations to leave to public agencies the task of imposing standards of corporate behavior. There is, however, good reason for the university to encourage individual choice by offering an alternative source of supply when particular products raise serious ethical concerns. There are many ways that universities act collectively and make decisions in ways that observe a moral obligation not to inflict unjustifiable harm on others. Reasons for caution against the university making collective stands on external issues are discussed. (SW)

ED 179 177 HE 012 012

Keller, Michael J.
Student Values at Miami. Survey Report.
Miami Univ., Oxford, Ohio. Student Life Research Service.
Pub Date-Jan 79
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Activism, *College Freshmen, Higher Education, *Institutional Research, Moral Values, Personal Values, Political Attitudes, *Questionnaires, Religious Factors, School Surveys, Social Values, *Student Attitudes, *Values
Identifiers-*Miami University OH

The attitudes and values of the present generation of Miami University undergraduates were studied, and the shifts that have taken place in the viewpoints of incoming freshmen at the institution during this decade are traced. Five types of values were examined: personal values and commitments, political and economic beliefs, social attitudes, religious beliefs, and perceptions of student power. Two sets of data were used: selected results from the 1977 and 1971 surveys of freshmen sponsored by the American Council of Education (ACE) and the findings of a separate, more detailed survey of the opinions of the overall Miami University student body. The ACE-sponsored research is an ongoing longitudinal analysis of freshmen conducted by Alexander Astin and colleagues at the University of California at Los Angeles. At Miami University, a separate instrument was developed containing indices and questions that correspond to the values categories. A description of the indices, and the methodology used to construct them, is appended. Respondents' demographic characteristics are also considered. (SW)

ED 179 198 IR 007 857

Interpreting Television for Hearing Impaired Viewers: A Guidebook for Producers and Interpreters.

National Technical Inst. for the Deaf, Rochester, N. Y.

Pub Date-79

Note-19p.; Best copy available: Some illustrations that would not reproduce well have been removed

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aurally Handicapped, *Deaf Interpreting, Interpreters, *Production Techniques, *Programing (Broadcast), Sign Language, *Television, Television Surveys, Television Viewing

This manual presents production guidelines and suggestions for use by commercial, public, and educational broadcast facilities that seek to provide television interpreting for the hearing impaired. Topics covered include a brief overview of the need for television services for this audience and the use of closed captioning and sign language to provide it; how to find a qualified interpreter; types of programs that should be interpreted or can be interpreted successfully, including special events and emergencies, news, entertainment, and commercials; tips for interpreters; local programming, including style of copy, previewing pretaped segments, studio placement, and reverse interpreting; and guidelines for such production considerations as lighting, camera and monitor placement, make-up and dress, and screen placement. (CMV)

ED 179 218 IR 007 880

Manual of General Searching Procedures.
Cornell Univ., Ithaca, N.Y. Univ. Libraries
Pub Date-79
Note-87p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Libraries, Bibliographies, *Books, Information Retrieval, *Library Acquisition, Library Networks, Manuals, On Line Systems, *Search Strategies
Identifiers-Cornell University NY

A training and reference tool for searchers in the Preorder Section of Cornell's Olin Library Acquisitions Department, this manual establishes the rationale for searching operations and includes illustrations as well as detailed explanations of searching procedures and problems. The information given applies only to the searching of monographs, and does not cover problems which are unique to Cornell's Latin America, Southeast Asia, or Slavic programs. Major sections include general information about Cornell's library system, and provide specific guidelines pertaining to Library of Congress depository cards, order forms, request cards and flyers, multi-volume sets theses, replacements, series, bibliographies, book-in-hand searching, and editing order forms for keypunch. The procedures discussed reflect the fact that Cornell has its own in-house automated acquisitions system as well as the use of OCLC terminals. A glossary of terms frequently used in the department is provided. (FM)

ED 178 695 CE 020 463

Smith, Douglas H. Dowling, William D.

Processes for Determining Educational Needs of Adults. Symposium: Adult Education Research Conference (San Antonio, Texas, 1978).

Pub Date-78

Note-212p.; Not available in paper copy due to light and broken type

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Abstracts, *Adult Education, Continuous Learning, Doctoral Theses, *Educational Needs, Educational Researchers, Inservice Education, *Needs Assessment, Postsecondary Education, *Research Design, Research Methodology, *Summative Evaluation

Prepared for discussion at an Adult Education Research Conference, this paper offers commentary and summative evaluation of eleven doctoral dissertations on the process of determining educational or training needs of specific adult populations. As context for discussion Joe Ellis' definitions of needs Felt, Real, and Education are noted along with Malcolm Knowles' list of four basic references used to determine needs: (1) as perceived by the learner; (2) as prescribed by the employer, licensing board, professional association, or legislation; (3) as conceived by professionals in the field; and (4) as competencies desired by the clientele being served by the learner. For each dissertation, author abstract and instrument(s) are appended. Topics are backgrounds of adult educators in Franklin County, Ohio; continuing medical education needs as perceived by Ohio physicians; police educational needs; Kentucky homemakers preferences for Home and Family Living course content; insurance agents' continuing education needs; needs of personnel administrators in higher education; needs of older adult members of the Brethren Church of Ohio; inservice training needs of Jewish Center workers; needs of personnel serving the elderly; probation officers' needs; and Georgia state Agriculture Department employees' needs. (CP)

ED 178 974 CS 502 690

Kennedy, Roger G.

The Theater as Liturgy.

Ford Foundation, New York, N.Y.

Pub Date-Nov 78

Note-15p.; The Ernest Blythe Memorial Lecture presented at the Abbey Theatre (Dublin, Ireland, November 12, 1978)

Available from-Foundation's Office of Reports, 320 East 43 St., New York, NY 10017

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Art, *Audiences, *Creativity, *Drama, *Theater Arts

The artistic quality of creativity is not unique to artists but is carried out more skillfully by those who are artists than by those who are not. The artist participates with the rest of humanity in the essential part of creativity, communication, and develops a consonance a resonance between the work of art and the audience. The ritual of public worship (liturgy) is one expression of the art of drama in which the audience is a participant. (TJ)

ED 170 021 EC 121 264

Hempel, Angelica And Others

Support Services for Exceptional Students: Monterey, San Benito, Santa Clara, and Santa Cruz Counties.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Grant-G007702227

Note-111p.; See EC 121 265-272 for other California counties.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults, *Agencies, *Ancillary Services, *Community Agencies (Public), Definitions, *Exceptional Child Services, *Handicapped Children, Mainstreaming, Private Agencies, Resource Guides, Secondary Education, State Agencies, *State Programs, Vocational Directors, *Vocational Education

Identifiers-*California

Intended for use by vocational administrators responsible for mainstreaming handicapped students into vocational education classes, the resource guide lists and describes governmental and private agencies that provide vocational programs and support services for the handicapped on a local and statewide basis in the California counties of Monterey, San Benito, Santa Clara, and Santa Cruz. The agencies are presented alphabetically, grouped by counties, with a separate section for statewide agencies. A listing of agencies by relevant handicapping conditions is also provided, along with definitions of various handicapping categories. Under each agency is listed its name, its specific concern, the handicapped groups it serves, its intended users, the specific services it provides, its address, and any costs of its services. The agencies described provide the following types of vocational and support services: vocational testing and evaluation, vocational counseling, prevocational training, work adjustment, sheltered workshops, work activities, building and equipment adaptation, job placement and referral, independent living skills, information and referral, legal advise, diagnosis and evaluation, psychological services, physical therapy, speech therapy, occupational therapy, special aids, and appliances, braille and tape transcription, mobility and orientation training, deaf interpreting, medical services, instructional materials, educational assessment, academic tutoring, and advocacy. (DLS)

ED 178 731 CE 022 994

Assessing the Needs of CETA Prime Sponsor Staffs in Pennsylvania. Final Report. Vocational-Technical Education Research Report: Volume 17, Number 21.

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

Pub Date-Sep 79

Note-156p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Competence, *Educational Needs, Information Needs, *Inservice Programs, Interagency Cooperation, Needs Assessment, Preservice Education, *Professional Development, School Districts, *Staff Improvement, State Surveys, Statistical Data, Tables (Data), Vocational Education

Identifiers-*Comprehensive Employment and Training Act, Pennsylvania

With the primary goal to enhance the degree of cooperativeness between CETA (Comprehensive Employment and Training Act) and vocational education in Pennsylvania, CETA prime sponsor'' staffs were surveyed in a study to determine (1) general staff background and information; (2) types of educational and noneducation experiences; (3) perceived training needs; and (4) present relationship with local education agencies. The project also involved identifying competencies for inclusion in the preservice vocational education training program and improving the working relationship between vocational education and CETA sponsor staffs. Procedures included survey of CETA sponsor directors and survey of staff to assess training needs. As can be seen from the detailed tabulation and breakdown of data in the half of the report devoted thereto, there was a definite interest in training, expressed by a vast majority, while CETA staff background characteristics (average age 32; 87% college attenders; average length of CETA employment 2.94 years) seem to indicate a population ready for training programs. Since CETA and vocational education staff training programs share similar and parallel information and training needs, information obtained from the study could serve to develop CETA staff training for delivery by vocational education institutions, and could be included in vocational education training programs to enhance the educator's understanding of CETA. (CP)

ED 178 749 CE 023 177

Rath, Susan Wong

Extending Experience-Based Education: Some Issues and Considerations.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 77
Note-72p.; A chart in Appendix B will not reproduce well due to small print; For related documents see CE 023 176-179 and CE 023 181
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, *Career Education, *Education Work Relationship, *Experiential Learning, Gifted, Junior High School Students, *Program Development, Research Problems, Research Utilization, Talented Students, Teachers

This paper explores what is known and what is needed in the areas of (1) experiential learning and experiential education and (2) extending experience-based career education (EBCE) to groups not currently served by such a program. Following the introduction, the paper contains eight sections. Section 2 provides a discussion of what the experts are saying about youth and adults and about school and work. The third section reviews proposed solutions to the problems of young people and adults in school and at work and concludes that experiential learning is the common theme underlying the solutions. Problems identified by experiential learning advocates that have significance for experience-based education in general and for EBCE are presented in the fourth section. Sections 5 and 6 give working definitions of experiential learning and experiential education, identify possible areas for research, and present a model for blending research and development through the extension of EBCE. The seventh and eighth sections discuss extending EBCE to three populations (junior high gifted students, adults, and teachers in training) and present a process model for extending research and development on EBCE. Following the conclusion, sample research questions and an example of how the process model might work are appended. (LRA)

ED 178 834 CG 013 947

Miller, Thomas I.

Comparative Effects of Drug Therapy, Psychotherapy and Drug Plus Psychotherapy: A Meta-Analysis.

Pub Date-Apr 79

Note-19p.; Best copy availabe; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Drug Therapy, *Mental Illness, *Milieu Therapy, *Program Effectiveness, *Psychotherapy, *Test Construction, Therapeutic Environment

Identifiers-*Meta Analysis

The therapeutic efficacy of drug therapy and of psychotherapy for improving the condition of the mentally ill was examined. Results were tabulated of clinical drug trials in humans as reported in English language literature between 1954 and 1977, wherein a psychotropic drug was compared to a placebo or no treatment at all. Results of this meta-analysis indicated that there is relatively little effective difference between drug therapy and psychotherapy. Drugs plus psychotherapy proved to be the best overall treatment. Drugs were less effective for depressed patients, while the age and gender of the patient and the duration of treatment did not relate to magnitude of outcome. Better designed studies showed smaller effects than poorer designed studies. (Author/BEF)

ED 178 903 CS 005 140

Jacob, Evelyn Crandall, Jo Ann

Job-Related Literacy: A Look at Current and Needed Research.

Pub Date-Jun 79
Note-14p.; Paper presented at the Functional Literacy Conference (Bloomington, IN June 1979); For related document, see CS 005 139
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Literacy, Functional Reading, *Job Skills, *Literacy, Readability Formulas, Reading Research, *Reading Skills, *Research Methodology, *Research Needs
Identifiers-*Job Reading

In a response to the Mikulecky and Diehl examination of work-related literacy, this paper points out the need for data based on ethnographic approaches to research and more realistic assessments of text difficulty. Also suggested are questions to which future research might respond: How much of functional literacy is really functional competency? Do we overestimate literacy demands? Does literacy play a symbolic role in distinguishing high-status, high-income occupations from lower-status, lower-income occupations? How do adults develop job reading ability while on the job? What techniques could those teaching reading employ to more closely simulate that learning? Problems with using readability formulas are pointed out, and the use of cloze tests is recommended as a better approach to measuring literacy levels. Also noted are the parallels between adult reading programs and adult English as a second language programs. (AEA)

ED 179 038 EC 121 992

Sherrill, Claudine
Psychomotor Development for the Deaf-Blind.
Pub Date-Jul 79
Note-20p.; Paper developed for North Texas State University Deaf-Blind Project.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adapted Physical Education, *Deaf Blind, *Developmental Programs, *Models, Multiply Handicapped, *Performance Factors, *Psychomotor Skills, Recreation, Severely Handicapped

The stages of psychomotor development in deaf blind children and youth are reviewed, and educational principles to guide psychomotor development programs for the deaf blind are outlined. Etiological factors which contribute to the psychomotor development of deaf blind persons are discussed including nonambulation and sensory deprivation, heart conditions and cataracts, apparent lack of motivation, play stage development, and language development. Among the guidelines offered to the specialist in physical education/recreation are the following: motor development should be conceived as psychomotor in nature with focus on the unity of mind and body; psychomotor programing should begin with assessment in accordance with the regulations of P.L. 94-142 (the Education for All Handicapped Children Act); psychomotor assessment and subsequent programing should be interdisciplinary; and psychomotor training should utilize concurrently as many sense modalities as possible/feasible. Also addressed are such teaching considerations as facilities and their uses, staffing needs, and teaching needs. The J. Van Dijk/C. Sherrill Coactive Movement/Language Approach is described in terms of its six stages: resonance behavior, coactive movements, nonrepresentational reference, motor imitation, natural gesture, and language. (SBH)

ED 179 082 FL 010 574

Bortin, Barbara H.

Procedures for the Identification of Limited English Skills Ability Students and Development of Entrance and Exit Criteria for Bilingual/Bicultural Programs.

Pub Date-79
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ability Identification, *Bilingual Education, *Data Collection, Elementary Secondary Education, *English (Second Language), Federal Regulation, Multicultural Education, Non English Speaking, School Districts, State School District Relationship, *Student Placement
Identifiers-*Bilingual Programs, *Limited English Speaking, Wisconsin (Milwaukee)

The development of data collection methods and selection criteria to identify and place Milwaukee students with limited English skills (LESA) is described for the period from 1974 to 1979. The various steps taken to implement federal and state regulations designed to meet the needs of the LESA students are set forth for each of the six years in question. It is concluded that the slow evolution of a system of identification and assessment for LESA students is due to difficulty in meeting the sometimes conflicting requirements of state and federal agencies, and to the lack of funds to implement such a system. Nevertheless, it is concluded that the goals of the data collection program are in sight and that Milwaukee will remain a leader in bilingual/bicultural education. Accompanying figures reproduce various forms used to collect data prior to identification and assessment. (JB)

ED 179 122 HE 010 953

Kelley, Edward P., Jr. Gerry, Frank C.
Bargaining Unit Plcement of Religious Faculty.
Academic Collective Bargaining Information Service, Washington, D.C.
Report No.-ACBIS-SR-35
Pub Date-Nov 78
Note-19p.
Available from-Academic Collective Bargaining Information Service, 1818 R Street, N.W., Washington, DC 20009 ($1.00)
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Catholic Schools, *Church Related Colleges, *Collective Bargaining, *College Faculty, Conflict Resolution, *Constitutional Law, Court Litigation, Employment, Faculty Organizations, Higher Education, Legal Problems, Religious Conflict, *Religious Discrimination, Role Conflict, *Unions
Identifiers-*National Labor Relations Board

Case law and the rulings of the National Labor Relations Board involving unit placement of religious faculty are reviewed. The rulings have been criticized by Roman Catholic religious orders as arbitrary, capricious, illogical, and illegal. Faculty unions wishing to exclude religious faculty from the bargaining unit have cited conflict of interest and poverty vows. In some cases, these arguments have persuaded the National Labor Relations Board to exclude religious faculty. In other unit determination hearings the same arguments were rejected. To rationalize its behavior, the Board has developed a ``community of interest'' criteria, taking into account a number of different factors. It is suggested that sooner or later the Board and the courts must address the constitutional question of First Amendment freedoms of religion and association of Title VII religious discrimination. In the cases already decided, the Board and the courts have weighed the university control, relationship between religious order faculty and the administration, hiring practices and salary, fringe benefits and contributions made by the religious order faculty back to the college. The implications of the constitutional questions on the free exercise of religion and the issue of religious discrimination could push some religiously affiliated institutions beyond the jurisdiction of the Board, thereby removing the legal impact of union activities. (SW)

ED 178 709 CE 023 278

Osterman, Paul

The Causes of the Worsening Employment Situation of Black Youth.

Boston Univ., Mass. Dept. of Economics.

Spons Agency-Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.

Pub Date-May 79

Note-93p.

Available from-National Technical Information Service, Springfield, VA 22161

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Black Youth, Economic Factors, Employment Level, *Employment Patterns, *Employment Problems, Racial Characteristics, *Racial Differences, Racial Discrimination, *Unemployment, Youth Employment

A study was conducted to examine why black youth unemployment has increased and participation rates decreased. The study was conducted in three parts. The first employs 1960 and 1970 census data to examine the impact of local labor market structure and changes in the structure upon the employment growth of black and white youth. The second part uses data on individuals from the National Longitudinal Survey of Young Men to examine the determinants of spells of unemployment and the duration of those spells. The final part of the study employs a variety of sources to determine whether there is any evidence that racial differences in aspirations or behavior can explain the employment differential. Among the findings of the study was that black employment is more sensitive than that of whites to the industrial composition of the labor market and to competition from adult women. The analysis of individuals found that racial differences in background characteristics can account for only half of the differential in unemployment experience. No evidence is found of important racial differences in aspirations or behavior. (LRA)

ED 178 949 CS 205 297

Davis, Norman, Comp. And Others
A Chaucer Glossary.
Pub Date-79
Note-185p.
Available from-Oxford University Press, 200 Madison Ave., New York, NY 10016 ($19.95 cloth, $8.95 paper)
Pub Type- Books (010) - Reference Materials - Vocabularies/Classifications (134)
Document Not Available from EDRS.
Descriptors-*English Instruction, *English Literature, Higher Education, *Medieval Literature, *Vocabulary
Identifiers-*Chaucer (Geoffrey)

Designed as a practical aid to the reading of Chaucer, this glossary may be used with any of the widely read editions of his works. Its primary aim is to explain the meanings of words and phrases used by Chaucer in ways that are unfamiliar in modern English. The glossary includes many words now in common use that had a different range of senses or occurred in phrases characteristic of Chaucer's language, but it does not include words used by him as they are today. (FL)

ED 178 677 CE 018 608

Ghazaleh, I. A.

System for the Evaluation of Investment in Vocational Education in Ohio.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Note-79p.; Not available in paper copy because of light print
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Computer Oriented Programs, *Cost Effectiveness, Data Analysis, Data Processing, Economic Research, *Educational Benefits, *Educational Economics, *Evaluation Methods, *Investment, Mathematical Models, Measurement Techniques, Program Costs, Systems Approach, *Vocational Education
Identifiers-Ohio, Rate of Return

A system designed to evaluate investment in Ohio's vocational education programs is described in this monograph which also serves as the system manual. Major features emphasized are (1) the system enables calculation of rate of return and of present value of investment in the training of an individual in a vocational program, when education is viewed as both an investment good and a consumption good and (2) it is a dynamic system requiring data input and updating via punched cards; an adaptation of available data may substitute as approximation of ideal data. The system's analytical framework is described in terms of definitions of criteria and of rate of return when vocational education is regarded as an investment. Steps used in the computerized system to calculate the evaluation measures are listed in a separate section that also lists data and data sources. The seven-section appendix contains procedures for keying operational and information material including descriptions of subprograms for calculations relating to steps shown in the Program Procedure, geographical and taxonomy codes, and data formats. (CP)

ED 178 811 CG 013 922

Cohen, Susan Bancroft, Susan

Programs Providing Services To Battered Women.

Center for Women Policy Studies, Washington, D.C.
Spons Agency-Office of Law Enforcement Assistance, Washington, D.C.
Pub Date-Jun 79
Grant-78-TA-AX-0035
Note-86p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Community Service Programs, *Crisis Therapy, *Emergency Programs, *Females, Feminism, Human Services, Referral, *Resources, *Violence
Identifiers-*Battered Women

A Law Enforcement Assistance Administration grant funded this directory of services to battered women. Addresses, phone numbers, a listing of services and funding sources for shelters and other services are provided for the United States and Puerto Rico. The directory serves as a locator of services for battered women, as well as an idea resource book for agencies interested in developing similar services in their own area. Many of the individual agencies listed have additional material available, and, where possible, have provided copies to the Women Policy Studies which serves as a resource cente. for such materials. (LS)

ED 178 857 CS 005 039

Schick, George B., Ed. May, Merrill M., Ed.

Reading: Process and Pedagogy; Nineteenth Yearbook of the National Reading Conference. Volume I: Process.

National Reading Conference, Inc.
Pub Date-70
Note-341p.; For related documents, see ED 050 922 and ED 176 256; Proceedings of the National Reading Conference (19th, Atlanta, GA, December 4-6, 1969)
Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Adult Literacy, Adult Reading Programs, Critical Reading, Educational Technology, Elementary Secondary Education, Higher Education, Measurement Techniques, *Reading Diagnosis, Reading Difficulty, *Reading Improvement, *Reading Instruction, *Reading Processes, *Reading Programs, *Reading Research, Reading Skills, Reading Tests, Teaching Techniques
Identifiers-*National Reading Conference

This is the first of two volumes containing papers focusing on reading processes and pedagogy that were drawn from the nineteenth annual meeting of the National Reading Conference held in 1969. Among the topics discussed in the 42 papers are the following: underlining, individualized reading instruction, reading improvement programs in industry and education in the United States and Canada, semantic constructs and beginning reading, reading research, reading tests, reading comprehension, reading performance, language and critical reading, personality differences and learning styles in reading, word recognition, individual differences in reading, the decoding process in silent reading, the effect prior letter knowledge on the learning of sight words, lexical and structural items as predictors of readability

for high and low ability readers, and psychological principles in a strategy for teaching the reading of a standard dialect. (FL)

Snodgrass, Joan Gay
Toward a Model for Picture and Word Processing.
Pub Date-Sep 79
Note-36p.; Paper presented at the Annual International Conference on Processing of Visible Language (2nd, Niagara-on-the-Lake, Canada, September 3-7, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Association (Psychological), Associative Learning, Memory, *Models, *Pictorial Stimuli, *Reading Processes, Reading Research, *Recall (Psychological), Thought Processes, Visualization, Visual Stimuli, *Word Recognition

A model was developed to account for similarities and differences between picture and word processing in a variety of semantic and episodic memory tasks. The model contains three levels of processing: low-level processing of the physical characteristics of externally presented pictures and words; an intermediate level where the low-level processor makes contact with prototypical information about the looks of objects or pictures and the sounds of words; and the deepest (propositional) level where meaning is analyzed. The relationships between pictures and their names (or between visual and acoustic images) can take place directly, between the two image stores, or indirectly, via the propositional level to which both image stores have access. One difference between pictures and their names is the greater variability of appearances that objects and pictures have. A second difference is that pictures have less ambiguity of reference than their names, resulting in fewer propositional memory nodes accessed by pictures than by words. These differences are consistent with a large body of literature on picture-word processing differences. (Author/RL)

ED 178 926 CS 205 272

Hoopes, Townsend

Statement by Townsend Hoopes, President, Association of American Publishers.

Pub Date-Dec 78

Note-23p.; For related documents, see CS 205 269-278 ; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authors, *Books, *Economics, *Federal Legislation, Freedom of Speech, Marketing, *Mergers, Paperback Books, *Publishing Industry

Identifiers-Monopoly, Ownership

This is one of several papers presented at a Federal Trade Commission Symposium on Media Concentration. It describes the state of book publishing today and comments on antimerger statements made by the Authors Guild of America. Statistics are cited to show that the number of active book publishers serving national and international markets is greater than ever before in our history, books have never been in more plentiful supply and have never reflected greater diversity of subject matter or treatments, and authors have never been more numerous or better rewarded. Figures are analyzed to show that the 50 largest publishing firms hold only 75% of the market and are highly competitive compared to other industries, where a few companies may dominate the market. It is also noted that book publishing mergers have not reduced the number of competitive companies in the industry, and it is argued, contrary to the fear of the Authors Guild, that large companies can actually take greater risks with unknown authors than can small firms. Subsidiary rights to book club publications of a title are defended as an economic necessity. (MKM)

ED 178 975 CS 502 691

Congalton, David

Academic Debate: An International Perspective Focusing on Great Britain.

Pub Date-Nov 79

Note-8p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cultural Exchange, *Debate, Foreign Countries, Higher Education, *Instructional Trips, *International Educational Exchange, *Travel

Identifiers-*Great Britain

Presented by one of two debaters from the United States who participated in a debate tour of England under the sponsorship of the Speech Communication Association, this paper discusses the tour in terms of three major goals: cultural exchange, developing dialogue skills, and educational exchange. In addition, it comments on the ability of American debaters to aid in the establishment and expansion of British debate unions, the challenge for American debaters to adjust to a new system of debate where the emphasis is in different areas, the opportunity for American debaters to engage in dialogue directly with an audience, and the logical extension of the educational commitment to offer varied forensic opportunities. (TJ)

ED 178 999 EA 011 943

Bugher, Wilmer K., Ed. Tippy, Carol E., Ed.
Educational Planning Model; Manual. Phase I. Revised.
California State Univ., Chico. Northern California Program Development Center.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-60p.; For related documents, see EA 011 944-945 and ED 073 528-530
Available from-Phi Delta Kappa, Eighth & Union Street, Box 789, Bloomington, IN 47202 ($2.25)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Community Involvement, *Educational Needs, *Educational Objectives, *Educational Planning, Elementary Secondary Education, *Needs Assessment, Performance Based Education, Program Evaluation, Public Relations, Teacher Participation

This manual is a major revision of an administrator's manual concerning educational goals and objectives (ED 073 530). No major changes have been made in the original concept. The educational planning model is a long-range planning model involving community members, professional staff, and students in formulating educational goals. Phase I activities, presented in this booklet, enable a school or district to prioritize goals and determine perceived needs. Members of the community are involved in ranking educational goals in order of importance and assessing how well educational programs are meeting these goals. The manual includes strategies for forming representative community committees and for selecting members of these committees, procedures for preliminary planning and organization, and methods for translating needs of the district into performance objectives. A lengthy appendix contains related forms, examples of goals, sample news releases and letters,

needed statistical and mathematical methods, and other auxiliary materials. (Author/JM)

ED 179 080 EC 122 107

Canfield, Susan, Ed. And Others

EMH: Reading and Language Arts Level V.

Jefferson County Public Schools, Louisville, Ky.
Pub Date-77
Note-117p.; For related information, see EC 122 106
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives, *Educable Mentally Handicapped, *Language Arts, *Learning Activities, Mentally Handicapped, *Reading Instruction, Reading Skills, Secondary Education, Teaching Methods

The curriculum guide in language arts covers reading instruction activities for educable mentally handicapped secondary school students. Behavioral objectives are set forth, and activities and suggested materials are described for 18 skills: recognizing sight words; arranging words in alphabetical order; using guide words in the dictionary; using consonant blends; recognizing vowel diagraphs; reading words containing dipthongs; recognizing prefixes; using prefixes; recognizing and using suffixes; using pronouns and possessives; using irregular verbs; reading words with silent consonants; using homonyms correctly; identifying synonyms; using the abbreviated form of words; and recognizing declarative, interrogative, imperative, and exclamatory sentences. (CL)

ED 179 142 HE 011 956

Linnell, Robert H. Bottomley, Wayne N.
The USC Faculty Model.
Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date- 75
Note-61p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Rank (Professional), *Administrative Policy, Age, *Cohort Analysis, *College Faculty, Enrollment Projections, *Equal Opportunities (Jobs), *Faculty Evaluation, Faculty Promotion, Females, Higher Education, *Long Range Planning, *Models, Teacher Retirement, Teacher Salaries, Tenure, Trend Analysis, Universities
Identifiers-*University of Southern California

A description of the University of Southern California (USC) faculty model and some of the results obtained from using the model are presented. The model traces faculty cohorts from 1974 to 1984, under given policies of hiring, tenure, promotion, and retirement. The model takes into account resignations, deaths, anticipated enrollments, and costs. It produces data on anticipated faculty costs, tenure percentages, average age and age distribution, rank distributions, and openings. Its primary use is as a tool for policy analysis. Five explorations made with the model are explored: benign, conservative, and Draconian policies (reflecting ``soft,'' ``hard,'' and ``very hard'' environments); sensitivity analysis (showing that tenure policy, ranks of replacements, and resignation rates can have major impacts but that promotion policies for associate professors and early retirement schemes are, by themselves, not significant); equal employment opportunities (demonstrating that the rate at which females have to be hired to reach the level of the ``availability pool'' in 10 years exceeds the current availability pool levels); effect of changing faculty size (for determining appropriate strategies under conditions of growth and decline); and with schools other than USC. Extensive appendices describe the model in detail, discuss validation, present sample output, and show alternative methods of modeling faculty costs. (Author/PHR)

ED 179 178 HE 012 013

Keller, Michael J.

Student Opinions About Health Services at Miami. Survey Report.

Miami Univ., Oxford, Ohio. Student Life Research Service.

Pub Date-Mar 79

Note-18p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students, *Health Personnel, Higher Education, Institutional Research, *Medical Services, Participant Satisfaction, *Patients (Persons), Physician Patient Relationship, Questionnaires, *School Health Services, School Surveys, *Student Opinion, Student Reaction

Identifiers-Miami University OH

A random sample of Miami University undergraduate and graduate students were surveyed to determine their opinions about health care at the university. Most of the questions dealt with the university's student health service and satisfaction with the quality of medical treatment at the facility, perception of the staff's performance and interest in patients, familiarity with the services offered, and interest in new programs and expanded operating hours. A solid majority of students expressed satisfaction with the overall quality of health care they received at the student health service, as well as with the facility's hours of operation. Most of the users felt that they had been regularly treated courteously and professionally by the doctors, nurses, and technicians at the student health service. The reception staff, however, received a lower rating. (Author/SW)

ED 179 197 IR 007 858

Vermette, Elwyn E.

Program Development for Audio Visual Technology 23: Television Production and Utilization. S.S.T.A. Research Centre Report No. 55.

Saskatchewan School Trustees Association, Regina.

Pub Date-Sep 78

Note-88p.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Curriculum Development, Editing, *Educational Programs, *Instructional Materials, Material Development, Media Technology, *Production Techniques, *Secondary Education, *Television, Television Lighting, Video Equipment, Videotape Recordings

Instructional materials developed for a high school level course in television production and utilization are presented in this course outline, with background information provided by a brief report touching on the implications, purpose, procedures, and major findings of the program development project. Materials include instructions, diagrams, and check lists for use by students and guides for instructors in seven areas: basic AV signal theory, basic equipment operation, preventive maintenance, camera handling principles, duplication of tapes, videotape editing, and principles of production. (CMV)

ED 179 210 IR 007 882

Oversight Hearing on Federal Library Programs. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education and the Subcommittee on Postsecondary Education of the Committee on the Education and Labor, House of Representatives, Ninety-Sixth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-3 Apr 79

Note-79p.; Best copy available; page 58 to end will not reproduce

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Federal Aid, *Federal Programs, Instructional Materials Centers, Libraries, *Library Education, *Library Programs, *Library Services

This publication details the proceedings of an oversight hearing on federal library programs which focused on those programs that (1) make federal funds available to school districts to purchase instructional materials and school library resources, (2) authorize funds for the support of college and university libraries and for the improvement of library training programs at this level, and (3) provide federal aid to establish and improve public library services and outreach. Included are statements and testimony by library directors, library school deans and professors, library association presidents, instructional media coordinators, and others. Copies of supplemental materials are also provided, including newspaper articles, newsletters, library publications, letters, survey data, and biographical data about students receiving fellowships for library education. (FM)

ED 179 240 IR 008 008

Galvin, Thomas J.

Structure and Governance of Library Networks: A Theme Conference Summary. Issues for Consideration. White House Conference on Library and Information Services: Pre-Conference Meetings on Special Themes, November 6-8, 1978.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Oct 79

Note-16p.; For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Fund Raising, *Governance, Information Needs, Information Networks, *Library Networks, *National Programs, Policy Formation

Identifiers-*Resource Sharing, *White House Conference Library Info Services

This paper constitutes a summary of the major topics discussed by the nearly 500 librarians, information specialists, representatives of the information industry, and other interested individuals who participated in a national forum for the identification, elucidation, and discussion of issues relating to library networks, as a contribution to the creation of an action agenda on library networking for the White House Conference. Based on position papers prepared in advance and distributed to participants at the conference, comments made during six scheduled discussion sessions by members of the audience, and data gathered through a questionnaire distributed to all conference participants, the paper provides brief summaries of discussions on financing the national network; the structure of the national network and access to its services; network governance; and education, research, and development. Participants recognized the importance of a coordinated national program, as well as the needs for education, research, and development to enhance the ultimate quality of service to the individual library user. Four references are listed. (Author/SW)

ED 178 696 CE 021 325

Finch, Curtis R. Crunkilton, John R.

Review and Critique of Strategies for Determining Career Education Curriculum Content.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Pub Date-79
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Awareness, *Career Education, Career Exploration, Comparative Analysis, Course Content, Critical Incidents Method, Curriculum, *Curriculum Development, Curriculum Research, Decision Making, Educational Philosophy, Education Work Relationship, Evaluative Thinking, Job Training, Methods, Needs Assessment, *Research Methodology, Task Analysis

Examination of selected national and state level career education curriculum development projects provided the basis for consideration and comparison of major strategies used in deriving curriculum content. Those found most useful included the theoretical base, philosophical base, introspection, function approach, task analysis, Delphi approach, and critical incident technique. Using a theoretical base involves questions of theory validity, whereas a philosophical base can serve as a general foundation even though it may fail to allow for work-related specificity. Introspection has inherent shortcomings since the content may not be relevant and realistic. Adams' DACUM (Developing a Curriculum) approach makes good use of introspection, however. The function approach focuses on identification of content in terms of unifying characteristics across a particular industry or business, and can cut across traditional teaching lines. Task analysis, while expensive and time consuming, has much value in identifying career preparation content. The critical incident technique, focusing on identifying behaviors which are value-laden, has greatest applicability in career preparation and exploration, in contrast to the task analysis approach. The Delphi Technique is most useful in setting priorities, establishing goals, and forecasting the future. It should be remembered that strategies are not mutually exclusive use of multiple strategies has great potential if one is aware of the comparative strengths and weaknesses (as can be derived from the accompanying tabulation) of each respective approach. (CP)

ED 178 714 CE 022 630

Miller, Harry And Others
Adult-Literacy Education in Jamaica.
Southern Illinois Univ., Carbondale. Coll. of Education.
Pub Date-Sep 79
Note-23p.; Report prepared through the Adult Education Service Center
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education, *Adult Literacy, Business, Community Colleges, Developing Nations, Educational Programs, Government (Administrative Body), Government Role, Industry, Interagency Coordination, *Literacy Education, *National Programs, Nonformal Education, Program Descriptions, Program Effectiveness, Rural Population
Identifiers-*Jamaica, *Jamaica Movement for Advancement of Literacy, UNESCO

Some 42% of Jamaica's adult population was not functionally literate in 1962 figures that precipitated expansion in adult literacy and Basic Education programs as described in this survey report. Following a seven-page introductory historical profile, the authors note attempts made to assess adult illiteracy, such as the 1975 survey that found 57% of farmers and agricultrual workers illiterate or the study revealing critical dimensions of a surplus labor but skill-short market. The Jamaica Movement for the Advancement of Literacy (JAMAL), formed in 1974, is seen as the most successful attempt to date to combat illiteracy, whereas previous efforts, with help from UNESCO, had generated enthusiasm and laid the foundations. The report points out JAMAL's main objectives: the flexibility of management government institutions rarely furnish; and the establishment of a continuing education program to follow the first phase of illiteracy eradication. A description of JAMAL follows, covering administration (a basic core of professional administrators, trainers and motivators working closely with special and technical services departments, and printing and communications), finance (government grant, private, and international help), recruitment centers, programs, and classes. JAMAL gives priority to the 15-35 age group which comprises two-thirds of its students, and, the report indicates, offers part-time classes in a wide variety of settings including community colleges, factories, training centers, and rural settings. The report gives an overview of continuing education programs (many have considerable community input) while also noting JAMAL's limitation, namely literacy as the overriding frame of reference. (CP)

ED 178 789 CG 013 865

Carter, Jane O., Ed.
Second Wind: A Program for Returning Women Students.
Maryland Univ., College Park. Counseling Center.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-78
Contract-G007605290
Note-125p.
Available from-Education Development Center, WEAPP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 ($2.75)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjustment (to Environment), *College Attendance, Educational Alternatives, Experiential Learning, *Females, Higher Education, Models, *Nontraditional Students, *Program Design, Sex Stereotypes, *Student College Relationship, *Student Projects
Identifiers-*Reentry Students

Since most college programs are designed for young people, new programs need to be developed that overcome personal and institutional barriers, including sex-role stereotyping and sex-role socialization, that restrict returning women's educational opportunities on the college campus. This project establishes a model low-cost, self-perpetuating program for these students maintained by the women themselves. Additionally, the project offers training opportunities through a

university course which is designed to develop individual and/or group leadership and academic survival skills and to provide experiential learning in several areas including career advisement, minority education, and workshop leadership. The manual describes a program for the development of students as leaders, history and development, training techniques, and information and resources. Project publications and program evaluations are included. (Author/BEF)

ED 178 950   CS 205 298

Judy, Stephen N.
The ABCs of Literacy: A Guide for Parents and Educators.
Pub Date-24 Jan 79
Note-361p.
Available from-Oxford University Press, 200 Madison Avenue, New York, NY 10016 ($15.95 cloth)
Pub Type- Books (010) - Guides - General (050) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Basic Skills, Community Involvement, *Curriculum Development, Educational Innovation, *English Instruction, Humanities Instruction, *Interdisciplinary Approach, *Language Arts, *Literacy, Literacy Education, Reading Skills, Science Education, Teaching Methods, Teaching Techniques, Writing Skills
Identifiers-*Writing Across the Curriculum

Offered as a guide for parents, community members, school boards, and administrators, as well as teachers, this book suggests that elementary reading and writing ability is not sufficient preparation for today's world and that literacy instruction cannot be improved without a drastic alteration in the methods most schools employ. Part one discusses the framework of the book and offers a review of the aims and principles of instruction in reading and writing directed to parents, administrators, and teachers. Part two describes teaching approaches in English, the sciences, the humanities, and the community and is addressed principally to teachers. (AEA)

ED 179 030 EC 121 993

Proceedings: Workshop for Serving the Deaf-Blind and Multihandicapped Child: Identification, Assessment, and Training.
California State Dept. of Education, Sacramento.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-77p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Auditory Evaluation, Communication Skills, *Deaf Blind, Elementary Secondary Education, Etiology, Hospital Schools, *Identification, *Intervention, Medical Treatment, Motor Development, *Multiply Handicapped, Parent Counseling, Preschool Education, Severely Handicapped, Therapy

The document contains 11 papers presented at a workshop sponsored by the Southwestern Region Deaf-Blind Center on the identification, assessment, and training of the deaf blind and multiply handicapped child. Entries include the following titles and authors: Auditory Assessment of the Multihandicapped Deaf-Blind Child'' (auditory evaluation of children with hearing, vision, and other handicaps) by R. Sweitzer; The Deaf-Blind Child as a Visually Functioning Person'' (visual functions, physiology, and assessment) by R. Seelye; Multiple Handicaps: A Developmental Approach to Their Assessment'' (biological and environmental determinants of handicaps) by V. Holm; Corrective Therapy for the Deaf Blind and Multihandicapped Individual: Identification, Developmental Assessment, and Training'' (definitions and procedures of corrective therapy, application of medically oriented physicial education principles) by G. Granberry; Communication with Deaf-Blind Children'' (communication needs and sign language) by M. Sternberg; A Total Approach for Increasing the Quality of Life for the Visually and Auditorily Impaired Child'' (a method of assisting the primary caretaker in the role of teacher) by S. Meyer; Parent Counseling'' (techniques in parent counseling and the roles of the professional) by B. Mills; Medical Crisis Intervention'' (health professionals and the interdisciplinary team, and management of medical problems in the classroom) by P. Ziring; Fine Motor Skills for the Classroom'' (developmental steps of the motor skills) by G. Granberry; Hospital Stimulation Programs'' (educational services in hospitals for deaf blind and multihandicapped preschoolers) by M. Appell; and Therapy Techniques with Deaf-Blind Children'' (roles of the occupational and physical therapists) by B. Scanlan. (SBH)

ED 179 103 FL 010 751

Gonzalez, Barbara Thompson, Carla
English as a Second Language ESL Curriculum Guide, Secondary Level.
Mission Independent School District, Tex.
Pub Date-May 79
Note-86p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Class Activities, *Course Objectives, *English (Second Language), Grammar, *Language Instruction, *Language Skills, Lesson Plans, Material Development, Non English Speaking, Secondary Education, *Second Language Learning
Identifiers-*Survival Language, Texas

The English as a second language curriculum outlined in this guide was developed to meet the needs of non-English-speaking secondary school students in Texas. Emphasis is laid on the development of survival language skills. Two levels of instruction are presented, in which the teacher is asked to coordinate activities, materials, and evaluation procedures of his/her own choice around a number of skills objectives. Objectives are classified as general, structural (covering grammar), or content/life-functioning. Supplementing the outline of objectives are a sample calendar for a year's worth of subjects to be covered, a sample weekly overview of activities, and a sample daily lesson plan. Finally, a brief essay on ``Humanizing Hints for Second Language Teaching'' is appended. (JB)

ED 179 160 HE 011 987

Bok, Derek C.

Reflections on the Ethical Responsibilities of the University in Society: An Open Letter to the Harvard Community.

Harvard Univ., Cambridge. Office of the President.

Pub Date-9 Mar 79

Note-5p.; For related documents, see HE 011 985-988; Supplement to the Harvard University Gazette,'' March 9, 1979

Available from-Harvard University, Massachusetts Hall, Cambridge, MA 02138

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Freedom, College Administration, *College Role, Conflict, Educational Finance, *Ethical Values, Higher Education, *Institutional Autonomy, Political Influences, Presidents, Private Colleges, Public Relations, *School Community Relationship, School Industry Relationship, Self Determination, Social Attitudes, Standards

Identifiers-*Harvard University MA

A discussion of Harvard University's ethical responsibilities by the college's president considers the reasons why universities have traditionally been reluctant to take formal positions on ethical and political issues arising in the outside world. These reasons include a belief that such positions will establish an orthodoxy that may inhibit intellectual freedom; a realization that universities cannot exert economic leverage to affect disputes beyond the campus without inviting outside pressure to influence academic policies; and a concern over the impropriety of diverting university resources away from the academic purposes for which they were entrusted. Universities are designed to achieve particular purposes; their special mission is the discovery and transmission of knowledge. Their institutional goal is not to reform society in specific ways. At the very least, individuals in the university will be offended by the creation of official doctrines that conflict with their personal convictions. Society respects the freedom of academic institutions only because it assumes that they will devote themselves to the academic pursuits for which that freedom was extended. Any loss of university funds can impair the academic enterprise, and ethical choice may involve the course of action that does least harm to legitimate human interests and important social goals involved in the university's mission. (SW)

ED 178 750 CE 023 178

Rath, Susan Wong Hagens, Rex

Collaboration among Schools and Business and Industry: An Analysis of the Problems and Some Suggestions for Improving the Process.

Northwest Regional Educational Lab., Portland, Oreg.
Pub Date-78
Note-63p.; For related documents see CE 023 176-179 and CE 023 181
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Education, *Collective Bargaining, *Cooperation, Educational Coordination, Education Work Relationship, *School Community Cooperation, *School Industry Relationship, Shared Services

Exploring both the meaning of collaboration and the issues associated with it, this paper is divided into five chapters. The first two chapters discuss the need for collaboration and present definitions and issues associated with it. Chapter 3 recounts some of the problems others have identified that are either part of or that affect collaboration between schools and business and industry. In addition, this chapter looks at the advice offered on how to deal with these problems. The relationship between collective bargaining and the collaboration process is developed in the fourth chapter. The collective bargaining model is presented as a way to strengthen and improve the collaborative process. The final chapter reflects briefly on the collective bargaining analogy, presents assumptions that came out of the discussion of collaboration, and discusses the future of collaboration. (LRA)

ED 178 812 CG 013 923

McDermott, M. Joan

Rape Victimization in 26 American Cities. Analytic Report SD-VAD-6.

Criminal Justice Research Center, Albany, N.Y.
Spons Agency-National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-79
Grant-75-SS-99-6029
Note-85p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00809-7)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Anti Social Behavior, *Behavior Patterns, *Crime, *Females, National Surveys, *Rape, *Social Problems, Trend Analysis
Identifiers-*Victims

The incidence of rape victimization in 26 American cities was investigated using interviews conducted with representative samples of approximately 10,000 households (22,000 individuals) in each of the cities. Results indicated that: (1) rates of rape and attempted rape were higher for younger women, minorities, women who were never married or divorced or separated, women whose major activities took them away from home, and women with lower family incomes; (2) rape victims were most often attacked by offenders perceived to be 21 or older; (3) rape and attempted rape were highly intra-racial; (4) most rapes occurred during the evening or night by one offender on one victim; (5) the woman who chose to defend herself increased the chances that rape would not be completed but increased the chances for other injuries; and (6) only slightly over half of the victims reported victimization to the police. (Author/HLM)

ED 178 835 CG 013 948

Gableman, Jack Cilz, Kathy
Curriculum For Independent Living. Final Report.
North Dakota State Board for Vocational Education, Bismarck.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Note-24p.
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content, Course Evaluation, *Curriculum Development, *Foods Instruction, *High School Students, *Home Economics Education, Needs Assessment, Nutrition Instruction, Secondary Education,

Secondary School Teachers, State Surveys
Identifiers-*Independent Living

A curriculum guide for Independent living classes in the area of home economics has been developed during the 1978-79 school year. Sponsorship for the activity was provided by North Dakota State Board for Vocational Education and the vocational office of the Grand Forks Public School system. The primary objective of the project was to develop a course outline and a corresponding curriculum guide that would be usable for home economics teachers in more effectively meeting the needs of students in independent living classes. All North Dakota home economics teachers were surveyed last fall to determine their needs in this area. Available resources that might be used in this class were examined and evaluated. A task force of independent living teachers evaluated the guide in regard to the course outline and curriculum organization. Appendices include a summary of the findings, a list of the task force teachers, the proposed course outline, a finalized spring semester outline, and an evaluation of curriculum materials. (Author/BEF)

ED 178 904 CS 205 030

Beale, Walter H.

Aims, Modes, and the Continuum of Discourse.

Pub Date-Apr 79

Note-21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classification, *Composition (Literary), *Connected Discourse, *Discourse Analysis, Educational Research, *Models, Rhetoric, *Theories, Written Language

A framework for the study of discourse, based on the analysis of three superordinate features of discourse (asymmetry, hierarchy, and continuum), is proposed in this paper. The paper begins by noting the confusion in terminology that exists in the world of composition pedagogy and theory; pointing to the need for a framework for testing, synthesizing, and organizing insights; and suggesting defects in James Kinneavy's "semiotic framework" for the study of discourse. It then discusses the three superordinate features of discourse, which have a crucial bearing upon the problems of classification: asymmetry (the condition that form is not equal to, and does not predict, meaning); hierarchy (both the hierarchy of forms and categories that constitute the system of communication, and functional hierarchies used in creating discourse); and the continuum of forms (referring to categories of form and function that extend into one another by gradual stages). Finally, the paper presents and discusses five diagrams that outline the proposed framework for the study of discourse. The first diagram illustrates the hierarchy of discourse categories, while the others elucidate the following specific categories: the aims of discourse, rhetorical genus, discourse strategies, and the modes of written discourse. (GT)

ED 178 978 CS 502 693

Wilson, Paul
The FCC: A Research Tool.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-410
Pub Date-Sep 79
Note-9p.

Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Broadcast Industry, Federal Government, *Federal Regulation, *Information Seeking, *Information Sources, Information Utilization, *Records (Forms), *Telecommunication
Identifiers-*Federal Communications Commission

The numerous forms filed with the Federal Communications Commission (FCC) provide information about a variety of topics. Basic licensing information that is available concerns engineering, ownership, and equal employment opportunity. The FCC's broadcast bureau collects information about programing, the ascertainment of community needs, public service announcements, commercial practices, ownership, financial qualifications, and noncommercial instructional/public television. The common carrier bureau of the FCC collects ownership and general information, financial and accounting data, physical plant and operations data, employment records, and information about microwave stations. Other FCC offices that provide access to information about the broadcast media include the cable television bureau, the safety and special radio services bureau, and the field office bureau. (RL)

ED 170 022 EC 121 265

Spangler, Jane

Support Services for Exceptional Students: Imperial and San Diego Counties.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007702227
Note-33p.; See EC 121 264-272 for other California counties.
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adults, *Agencies, *Ancillary Services, Community Agencies (Public), *Exceptional Child Services, *Handicapped Children, Mainstreaming, Prevocational Education, Private Agencies, Resource Guides, Secondary Education, State Agencies, *State Programs, Vocational Directors, *Vocational Education, Vocational Rehabilitation
Identifiers-*California

Intended for use by vocational administrators responsible for mainstreaming handicapped students into vocational education classes, the resource guide lists and describes governmental and private agencies that provide vocational programs and support services for the handicapped on a local and statewide basis in the California counties of Imperial and San Diego. The agencies are presented alphabetically, grouped by counties, with a separate section for statewide agencies. A listing of agencies by relevant handicapping conditions is also provided. Under each agency is listed its name, its specific concern, the handicapped groups it serves, its intended users, the specific services it provides, its address, and any costs of its services. The agencies described provide the following types of vocational and support services: vocational testing and evaluation, vocational counseling, prevocational training, work adjustment, sheltered workshops, work activities, building and equipment adaptation, job placement and referral, independent living skills, information and referral, legal advice, diagnosis and evaluation, psychological services, physical therapy, speech therapy, occupational therapy, special aids and appliances, braille and tape transcription, mobility and orientation training, deaf interpreting, medical services, instructional materials, educational assessment, academic tutoring, and advocacy. (DLS)

ED 179 081 EC 122 108

Weiner, Lawrence R. And Others

Project STRETCH: Strategies for Training Regular Educators to Teach Children with Handicaps. Final Report, FY 1977-78.

Metropolitan Cooperative Educational Service Agency, Atlanta, Ga.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 78
Grant-G07701179
Note-106p.; Videotapes available from institutional source; Best copy available
Available from-Hubbard Publishing Inc., P.O. Box 104, Northbrook, IL 60062 ($1.95)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Grouping (Instructional Purposes), *Handicapped Children, *Mainstreaming, Material Development, Program Evaluation, Teaching Methods, *Videotape Recordings
Identifiers-*Project STRETCH

The final report discusses achievements of Project STRETCH (Strategies for Training Regular Educators to Teach Children with Handicaps), designed to develop 20 one-half hour videotape cassettes and manuals on the needs of mild to moderately handicapped students and methods of maintaining them in the regular classroom. Topics for the videotapes were identified by representative public school teacher groups and university personnel as essential in meeting the teaching responsibility of providing good instruction for all students, with emphasis on handicapped students only where the handicapping condition necessitated an instructional difference for maximum potential development. Topics included were mainstreaming, grouping, learning styles, simulation, assessment, learning centers, peer tutoring, behavior modification, and parent counseling. National and statewide dissemination activities are described. The bulk of the document is composed of six appendixes, including course evaluations, project correspondence, and descriptions of STRETCH workshops. (CL)

ED 179 083 FL 010 575

Butovsky, Lillian McHugh, John
Prime frasi d'inglese Ontario Ministry of Culture and Recreation, Toronto.
Pub Date- 78
Note-505p.; A set of audio-cassettes is also available
Available from-Publications Centre, Ministry of Government Services, 880 Bay Street, 5th Floor, Toronto, Ontario, M7A 1N8, Canada ($2.50 for book, $10.70 for 7 tapes)
Language-English; Italian
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Basic Skills, *Basic Vocabulary, *English (Second Language),

Grammar, *Immigrants, *Italian, Language Skills, Pronunciation, Second Language Learning, *Speech Communication, Vocabulary
Identifiers-*Phrasebooks

This book of Italian-English phrases intended for Italian-speaking immigrants is divided into two main sections. Part One contains the grammatical section, a pronunciation guide, and basic words and phrases a newly arrived Italian-speaking person would need to get along in an English speaking environment. Grammatical notes in Part One indicate where to look in the grammar section should one want a more complete explanation of the construction of a phrase. Part Two contains words and phrases that would be necessary in specific situations, such as a visit to a doctor, transportation needs, school, etc. Each chapter in Part Two begins with general information on the material it covers. When more information is required than can be provided in this book, the reader is referred to an easily available source in which information is more detailed. There are some pen-and-ink drawings and diagrams to illustrate pronunciation patterns and some words and phrases. (Author/AMH)

ED 179 198 IR 007 859

Curran, Thomas E. Mecherikoff, Michael

Toward More Comprehensible Technical Manual Graphics. Final Report, November 1977 through September 1978.

Navy Personnel Research and Development Center, San Diego, Calif.

Spons Agency-Naval Ship Research and Development Center, Washington, D.C.

Report No.-NPRDC-TR-79-28

Pub Date-Jul 79

Note-110p.; Appendices A, B and D removed prior to filming

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Research, *Graphic Arts, Instructional Materials, *Manuals, Media Research, Military Training, *Production Techniques, *Technical Illustration, Technical Writing, *Written Language

Several alternative methods of presenting written material within a graphic were evaluated to provide empirical data on how technical writers and artists might improve the comprehensibility of graphics. The number, location, and sequence of ``callouts'' the pictorial part references using arrows were systematically varied in a series of drawings and tested on samples of Navy trainees. The major finding indicated that arranging callouts sequentially provides for good comprehension, even when the number of callouts is large. It is recommended that clarification of the graphic comprehension issue be pursued through empirical studies of users' information-search behavior and the stimulus variations that influence its effectiveness. (Author/CMV)

ED 178 732 CE 022 997

Training and Related Efforts Needed to Improve Financial Management in the Third World. Report to the Congress of the United States by the Comptroller General.

Comptroller General of the U.S., Washington, D.C.
Pub Date-20 Sep 79
Note-54p.
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street N.W., Washington, D.C. 20548 (for single copies; free); U.S. General Accounting Office Distribution Section, P.O. Box 1020, Washington, D.C. 20013 (for multiple copies; $1.00 each)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Case Studies, *Developing Nations, *Educational Needs, Educational Programs, Federal Government, *Finance Reform, Fiscal Capacity, Foreign Policy, International Organizations, International Programs, *Management Development, Management Systems, *Money Management, Needs Assessment, Public Administration Education, Public Policy, Systems Analysis, Systems Development, *Technical Assistance
Identifiers-Agency for International Development, Latin America

To identify why developing countries have inadequate abilities to establish sound financial management in the public sector, a study of five Latin American countries in varying developmental stages was conducted. The review of U.S. assistance activities and all other programs designed to provide the countries visited with indigenous financial and management expertise was planned and executed as a case study. A symposium followed in which a panel of experts reviewed results to define existing problems and make recommendations. Problems centered in four areas: (1) need for improvement in auditing and accounting practices to correct a lack of integrated financial information, under-utilization of computer systems, and weak auditing and internal control; (2) a shortage of trained financial managers due to low salaries, professional status, and ineffective civil service systems; (3) low government priority for training programs; (4) need for additional effort to strengthen training in financial management. Specific recommendations included urging Congress to ammend the foreign assistance act giving attention to financial management, cooperating with major donors to strengthen institutions offering training, determining needs of developing countries, strengthening U.S. capability to plan and implement management programs and urging AID (Agency for International Development) to increase focus on training in management and public administration. In addition it was suggested that an international symposium be convened to launch a coordinated effort to encourage development of a financial management improvement program. (FP)

ED 178 770 CE 023 282

Vrooman, John

A Theoretical Model of Segmented Youth Labor Markets and the School to Work Transition.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.
Report No.-ASPER/CON-78/01167A
Pub Date-Mar 79
Note-26p.
Available from-National Technical Information Service, Springfield, Virginia 22161
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Economic Research, Education, Employment, Employment Qualifications, Equal Opportunities (Jobs), Human Resources, Income, *Job Skills, Job Training, *Labor Economics, *Labor Market, Manpower Utilization, *Models, Skilled Workers, Technological Advancement, Theories, Unskilled Workers, Urban Areas, Youth Employment
Identifiers-Segmented Labor Markets

Recurring evidence that workers with similar skills do not necessarily earn the same wages led to the formulation of an alternative to the conventional market theory, namely, the segmented market theory. This theory posits that certain skills are distributed not among prospective employees but among jobs, in relation to the technology of those jobs. These technologically defined skills can be acquired only on the job. If this is indeed the case, then the redistribution of earnings would require policies designed to improve the technology that characterises low-skilled jobs and eliminate hiring discrimination. This study develops a theoretical framework for analysis of technologically induced labor market segmentation on the economic returns to such institutionally acquired forms of human capital as formal schooling and manpower training. This theory refines the dual-market hypothesis by proposing a positive feedback model in which technological innovation is an endogenously determined mechanism. The study poses three specific questions left unanswered by existing market segmentation theories up to now. First, if market segments do exist, how can they be isolated? Second, what specific roles do schooling and technology play in the market segmentation process? Third, how do market segmentation and technologically induced skill specificity affect returns to employment? (CP)

ED 178 790 CG 013 887

Stokes, Joseph P. Tait, Raymond C.

Group Facilitator Training Package: Trainer's Manual and Participant's Manual.

Health Control Systems, Inc., Rockville, Md.; Illinois Univ., Chicago.

Spons Agency-National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.

Report No.-NDACTRD-79-071P; NDACTRD-79-073T

Pub Date-79

Contract-271-78-4600

Note-424p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Guides - General (050)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Counselors, *Experiential Learning, *Group Activities, *Group Counseling, *Inservice Programs, Interaction Process Analysis, Professional Continuing Education, *Skill Development, *Training Techniques

These materials, consisting of a trainer's manual and a participant's manual, are designed to meet the need for a balanced approach to training counselors and other helping professionals in group counseling and group facilitation skills. The emphasis of these materials is on the experiential aspect of training through exercises designed to promote personal growth. The trainer's manual contains goals and objectives for each unit, time and activity schedules, exercise instructions, and detailed lecturettes. The participant's manual addresses the following areas: (1) concept of groups; (2) goals, process, and content of groups; (3) curative factors; (4) stages of group growth; (5) selection of members for groups; (6) leadership; and (7) intervention practices. The appendices provide references, workshop evaluation instruments, and exercises focusing on feedback and getting started'' techniques. (Author/HLM)

ED 178 880 CS 005 116

Manzo, Anthony

Toward Defining and Assessing Reading Maturity.

Pub Date-Nov 79
Note-31p.; Study prepared at the University of Missouri, Kansas City
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Concept Formation, *Content Reading, Definitions, Factor Analysis, *Individual Development, Junior High Schools, Motivation, *Reading Ability, *Reading Habits, *Reading Interests, Reading Research
Identifiers-*Reading Maturity

The Assessment of Language and Reading Maturity (ALARM), a series of 15 subtests that measured reading skills and factors contributing to reading, was administered to 199 urban and 380 suburban junior high school students to assess the concept progress toward reading maturity.'' Reading maturity was defined as evidence of solid reading competency, an adequate fund of general information, overall language proficiency, logical thinking, sound critical judgment, and an ever growing state of social-emotional stability. Data from the ALARM subtests were grouped into five categories, including general reading/language proficiency, general knowledge, thinking, social-emotional maturity, and critical judgments. Correlational analysis of the subtests revealed that all the subtests were significantly related to each other at relatively low levels, suggesting both some shared variance and considerable independence among the factors. Overall ALARM scores were very highly related to the factors social-emotional maturity, general reading/language, and critical judgments, and less highly related to general knowledge and thinking. General reading/language was significantly related to all the other factors. (RL)

ED 179 104 FL 010 761

Bibliographie Moderner Fremdsprachenunterricht Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Pub Date-79
Note-142p.
Available from-Max Hueber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks)
Journal Cit-Bibliographie Moderner Fremdsprachenunterricht; v10 n2 1979
Language-German
Pub Type- Reference Materials - Bibliographies (131) - Collected Works - Serials (022)
EDRS Price - MF01/PC00 Plus Postage.
Descriptors-Abstracts, *Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Instruction, Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, Second Language Learning, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the items in this issue appeared in 1977 and 1978 but some are dated earlier. Although the items deal primarily with modern language instruction, several other areas of linguistics are considered. The entries include mostly German, English, French, and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited periodicals, publishers and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 179 123 HE 011 314

Giamatti, A. Bartlett
The Private University and the Public Interest.
Pub Date-15 Mar 79
Note-13p.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Role, Federal Aid, Federal Regulation, Financial Support, General Education, *Government School Relationship, *Higher Education, Interinstitutional Cooperation, *Liberal Arts, *Private Colleges, Student Needs

Issues facing the private university and educational needs of students are considered. There is a need for the government and universities to develop mutual understanding. Private institutions want to be self-reliant but have had to depend increasingly for financial and research aid from the government. The government understands little about the nature of private educational institutions. The private institution cannot be dealt with like profit-making corporations, big labor, or armies. Private (and public) higher education institutions are becoming one of the most heavily regulated parts of American society. The push for vocationalism early in the student's life is detrimental to developing a civic sense and to freely educate oneself. It is stressed that a liberal education with a required curriculum can help develop students who can make rational, humane, informed choices. (SW)

ED 170 143 HE 011 957

Scott, Robert A.

The Development of Competence: Administrative Needs and Training Goals in American Higher Education.

Spons Agency-EXXON Education Foundation, New York, N.Y.
Pub Date-78
Note-45p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, Administrative Change, *Administrative Personnel, Administrator Education, *Administrator Role, Change Strategies, *College Administration, *Competence, Higher Education, *Middle Management, Needs Assessment, *Professional Development, Staff Improvement, Surveys

The demand, supply, sponsorship, and need for staff development and training activities for middle level college administrators is examined through interviews with nearly 200 administrators and faculty at 20 colleges and universities, and a review of the literature. It is explained that middle level staff serve three functions as liaison with external suppliers of resources; as implementors of procedure for internal allocation of resources and control of activities; and as coordinators of student activities and curriculum in helping students become oriented to college requirements, standards, and opportunities. Reasons for the growth in staff training activities include such suggestions as a new sense of management accountability. The variety of development and training activities is assessed and the lack of such programs in colleges and universities is explored. Three issues that need to be addressed in order to prepare for the 1980's are: the need for change in training curricula; the need for change in the populations to whom training is offered; and the need for change in the sponsors of staff development programs. Five recommendations for college and university presidents to consider are presented, and four suggestions for middle managers themselves, such as to be visible, are provided. Results of a survey of 62 administrators are appended. An approximately 80-item bibliography is included. (PHR)

ED 170 170

HE 012 018

Morgan, Bruce B. And Others

Regression Analysis of Physician Distribution to Identify Areas of Need: Some Preliminary Findings.

Missouri Univ., Kansas City. Western Missouri Area Health Education Center.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date-Aug 78
Contract-232-78-0197
Note-32p.; For related documents, see HE 012 017-020; one map may not reproduce well
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Geographic Distribution, Geographic Location, Health Needs, Higher Education, *Models, *Multiple Regression Analysis, Needs Assessment, *Physicians, *Population Distribution, *Predictor Variables, Regional Programs
Identifiers-*Missouri, Physician Patient Ratio, Western Area Health Education Center

A regression analysis was conducted of factors that help to explain the variance in physician distribution and which identify those factors that influence the maldistribution of physicians. Models were developed for different geographic areas to determine the most appropriate unit of analysis for the Western Missouri Area Health Education Center region. The data source was the area resource file (ARF) originally developed by the U.S. Bureau of Health Manpower. The subprogram REGRESSION from the Statistical Package for the Social Sciences was used in the analysis. Four models were developed comparing counties and Rand McNally Minor Trade Areas for the entire United States and for the four states comprising Federal Region VII. The four models explaining (or predicting) physician to population ratio allow for a cross-comparison between the county and trade areas unit of analysis at the regional and national level. It was found that more densely settled areas have more physicians and hospital beds but the ratio of physicians to population and hospital beds to population decreases with greater density. It is suggested that residual analysis based on trade areas would probably be more applicable to Missouri. A refined causal analysis model(s) can be of assistance to policy-makers, evaluators, and planners. A review of previous research is included. (SW)

ED 170 220 IR 007 883

Marshall, Charles Duncan

Publishing Community Directories: A Practical Handbook.

Pub Date-78

Note-78p.; Photographs may reproduce clearly

Available from-Community Liaison Bureau, P.O. Box K 718, Haymarket, N.S.W., 2000, Australia (Free)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Community Information Services, *Costs, Data Collection, *Directories, Editing, Guides, Information Dissemination, Layout (Publications), Manpower Utilization, *Planning

Addressed to volunteers, amateurs, and information professionals, this practical handbook illustrates procedures for producing various forms of printed directories that will fill community information needs, help to foster community participation and socialization, effectively promote and advertise the publishing organization, and that will be financially self-supporting. It offers guidelines for determining objectives, press run, scope and contents, editing policies, and methods of filing and data collection. The would-be publisher is also given advice on three broad areas of planning: (1) manpower, which includes data collection and advertising sales; (2) production, including number of pages, binding, use of color and graphics, page formats, matching sections, and providing library cataloging information and (3) costing, including editorial estimates and margins, balancing, market research, setting and printing expenses, delivery and advertising expenditures, staff payment, and projecting income. A generalized timetable outlines the stages of execution in producing a directory, and appendices provide detailed procedures corresponding to those stages, as well as a glossary of printing terms. (FM)

ED 178 078 CE 017 111

Rumberg, W. S.

File Guide for Job Development Job Placement. Final Report.

Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date-Jun 78

Note-36p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Classification, *Filing, Higher Education, Indexing, Information Processing, Information Storage, *Job Development, *Job Placement, *Recordkeeping, Records (Forms), Secondary Education

This guide for setting up a job development/job placement file is based on information obtained from the following sources: (1) site inspections of filing systems used by several Illinois and Missouri high schools and community colleges; (2) a questionnaire mailed to fifty-three job placement specialists, of which 41.5% were completed and returned; (3) discussions with project consultants; and (4) the University of Missouri and the Department of Education for Illinois. Following a brief introduction and definitions of key terms, a step-by-step outline explains how to set up the file. Suggestions for records management, minimum equipment, and minimum supplies are listed. Other information found in this guide includes guidelines for classifying the subject matter, supporting information, and a list of needed records and forms. Finally, a survey form is appended that was used to gather information needed in developing this records system guide. (BM)

ED 178 858 CS 005 058

Bowles, Samuel

Second Thoughts on the Capitalism-Enlightenment Connection: Are Americans Over Educated or Are Our Jobs Dumb?

Pub Date-Apr 79
Note-22p.; Paper presented at the White House Conference on Library Information Services (Reston, VA, April 1-4, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Capitalism, Economic Research, *Economics, *Educational Research, *Functional Illiteracy, *Job Development, Job Enrichment, Job Satisfaction, Job Skills, *Literacy, Socialism

This paper asserts that the reason so many high school graduates are functionally illiterate may be that the form of economic organization in the United States does not sufficiently value or make use of intelligence. The paper reviews studies that report both the decline in general knowledge of high school graduates and the promotion of programs to link educational content more closely to the content of existing jobs. A discussion of the effects of capitalism on cognitive development and work performance includes trivialization of skill within the workshop, breaking down the mental requirements of work, ignoring higher levels of cognitive skills, and penalizing traits such as creativity, aggressiveness, and independence. Implications of these four observations are summarized, and tables of data are appended. (AEA)

Knowlton, Winthrop

Statement by Winthrop Knowlton, President and Chief Executive Officer, Harper and Row, Publishers, Inc.

Pub Date-Dec 78
Note-18p.; For related documents, see CS 205 269-278 ; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Authors, *Books, Consumer Protection, *Economics, *Federal Legislation, Fiction, Freedom of Speech, Marketing, *Mergers, Paperback Books, *Publishing Industry
Identifiers-Monopoly, Ownership

This is one of several papers presented at a Federal Trade Commission Symposium on Media Concentration. It concentrates on describing the book publishing industry from the standpoint of one firm. The emphasis is on the question of entry into the publishing industry by an author, a small publisher, or a book reader. Some of the points made are that subsidiary rights are important to the economic welfare of the companies, the acquisitioned companies are strengthened, the large houses as well as small houses are doing a remarkable job in publishing an eclectic body of fiction, there is increased use of literary agents, approximately three-quarters of the books that the trade department publishes lose money, small publishing companies do have great successes, and book clubs and mass paperback outlets are never supplied by only one hardcover affiliate. Special emphasis is given to the relationship of authors to publishers, and it is noted that both known and unknown authors do have access to publishing process and publishing opportunity, are paid better than before, and can and do move from publisher to publisher. (MKM)

ED 179 000 EA 011 944

Bugher, Wilmer K., Ed. Tippy, Carol E., Ed.

Educational Planning Model: Programmed Course for Writing Performance Objectives. Phase II. Revised.

California State Univ., Chico. Northern California Program Development Center.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-78

Note-56p.; For related documents, see EA 011 943-945 and ED 073 528-530

Available from-Phi Delta Kappa, Eighth & Union Street, Box 789, Bloomington, IN 47402 ($2.50)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Affective Objectives, *Educational Objectives, Elementary Secondary Education, *Performance Based Education, *Performance Criteria, Psychomotor Objectives, *Teacher Participation

This booklet, part of a long-range planning model concerning goal formulations, is a revision of an earlier publication on training school staff to write performance objectives (ED 011 944). The major changes in this programmed textbook include rewriting many frames and making significant changes in the presentation's sequence. This workbook covers instruction on identifying goal statements and the three parts of a performance objective; writing performance objectives; identifying program- and instructional-level objectives; classifying and writing objectives on the cognitive, psychomotor, and affective domains; and identifying and classifying performance objectives for each cognitive level. Exercises are included. (Author/JM)

ED 179 241 IR 008 009

Crooks, Susan

Library and Information Services for Effectively Governing Society. A Discussion Guide.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Oct 79

Note-39p.; For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Federal Legislation, Futures (of Society), *Governance, *Government Role, Information Dissemination, *Information Needs, *Policy Formation

Identifiers-Resource Sharing, *White House Conference Library Info Services

The six issues examined in this discussion guide on the conference theme, Library and Information Services for Effectively Governing Society, are introduced by brief discussions providing background on libraries and governing society, and the roles of the library in enhancing the government of society in the future. The six issues are concerned with (1) effective distribution of information for governing society, (2) sharing of the government's legislative information system developed by the Congressional Research Service, (3) new and expanded library services, (4) freedom of information, (5) preservation of information sources necessary for governing society, and (6) a national information policy. (SW)

ED 178 951 CS 205 299

Santore, Joseph C. Greenstein, Jane L.
Virginia Woolf: A Bibliography, 1975-1978.
Pub Date- 79
Note-31p.; Bibliography prepared at Essex County College
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*English Literature, Literary Analysis, *Literary Criticism, Literature Appreciation, *Literature Guides, *Literature Reviews
Identifiers-*Woolf (Virginia)

The entries in this bibliography reflect the prolific amount of material by and about Virginia Woolf that was published between 1975 and 1978, including reprints and revised editions of original works, previously unpublished writings, and scholarly criticism. The selections are listed as primary sources and secondary sources. The secondary sources are organized in sections for general criticism (books, parts of books, and articles), criticism of specific works, dissertations, and reviews. (RL)

ED 178 097 CE 021 757

Rice, Eric
Statewide Assessment/Evaluation of Occupational Programs for Disadvantaged and Handicapped Students. Final Report.
System Sciences, Inc., Chapel Hill, N.C.
Spons Agency-North Carolina State Advisory Council on Vocational Education, Raleigh.
Pub Date-20 Jan 78
Note-100p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Data Analysis, *Disadvantaged Youth, Exceptional Persons, *Handicapped Students, Learning Disabilities, Postsecondary Education, *Program Evaluation, Secondary Education, *Special Education, Special Schools, Special Services, State Surveys, *Statewide Planning, *Vocational Education
Identifiers-*North Carolina

Programs for secondary and postsecondary youth, ages 15-24, in occupational programs for the handicapped or disadvantaged in North Carolina comprised the target population for this evaluative study. Procedures involved three levels of analysis for the data collected the policy level, involving examination of existing legislation, rules, and report; administrative review via interview with state officials; and program effectiveness assessment through surveys and visitation. Data analysis involved use of descriptive statistics, especially frequency distribution, priority ranks, and percentage grouping by blocking variables. Findings and conclusions centered on the following critical issues: (1) Barriers: these concern major deficiencies lack of understanding, lack of expertise, procedures, and specific materials, and lack of facilities and equipment; (2) Needs: sixty-five program elements were force-ranked to prioritize needs for such as counselors, work-study coordinators, tutorial services, and transportation; (3) Planning: systematic and comprehensive planning is lacking, it being particularly haphazard and fragmented at the local level; (4) Training: this critical area has yet to be addressed systematically; (5) Funding Problems: basically, no-one knows how much it costs to service special needs students; (6) Coordination and Cooperation: isolation rather than interaction characterizes the local level, with interaction usually resulting from individual initiative; (7) Policy: until recently a neglected concern, policy has benefitted from recently completed ground-level efforts; (8) Program Operations: most programs are in an early stage of development, a few being in an advanced state. (Suggested recommendations and remedies are included in a special appendix.) (CP)

ED 178 715 CE 022 638

Department of Defense Dependents Schools Career Education Assessment Results, 1978.
Dependents Schools (DOD), Washington, D.C.
Pub Date-1 Apr 79
Note-71p.; Not available in paper copy due to colored ink
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basic Skills, *Career Education, Career Planning, Criterion Referenced Tests, Decision Making Skills, *Educational Assessment, Elementary Secondary Education, *Test Results, *Vocational Maturity, Work Attitudes
Identifiers-*Department of Defense Dependents Schools

The United States Department of Defense Dependents Schools (DoDDS) conducted a career education assessment during May of 1978 which involved approximately 1,300 nine-, thirteen-, and seventeen-year-old students in three regions. The tests were objective-based, criterion referenced tests which assessed systemwide student achievement in the areas of basic skills, work habits, career decisions, career plans, and attitudes. Seventy-eight schools were randomly selected to participate; ten percent of the nine-, thirteen-, and seventeen-year-olds in those schools were randomly selected to take the test. Curriculum specialists and teacher groups established minimally acceptable and desirable levels of achievement for each of the 637 items on the test. Performance of the nine-year-old students was farthest below the expectancy ranges. For all program objectives, the nine-year-olds' scores were an average of eleven points below the minimum expectancy, the thirteen-year-olds' scores were an average of four points below, and the seventeen-year-olds' scores were an average of only two points below. However, in more specific instructional areas of communication skills, motor skills, and initiative and ingenuity to fulfill responsibility, DoDDS students performed within expectancy ranges. Several recommendations were made, including emphasis on career education objectives at the elementary and middle school levels and provision of career education in-service training for academic teachers. Appended is an Approved List of Career Education Essential Material. (BM)

Anderson, Nancy K.
Awareness Materials Packet. Experience-Based Career Education.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-78-0541
Note-176p.; For related documents see CE 023 176-178 and CE 023 181
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Career Education, *Experiential Learning, Instructional Materials, Learning Activities, *Program Descriptions, *Program Development, *Resource Materials

Designed for use in providing information to others on experience-based career education (EBCE), this introductory guide supplies information at the awareness level for use prior to a decision being made to start an EBCE program. The guide is divided into five sections. The first three sections focus on an orientation to EBCE and lay out several possible information sharing functions and offer guidelines for each. The fourth section, General Program Information, contains a variety of EBCE program information and materials designed for use as handouts when making group presentations on EBCE. The fifth section, Materials and Services, provides prices and ordering information for Northwest Regional Educational Laboratory materials and services; also listed are people and material resources located elsewhere. (LRA)

ED 178 813 CG 013 924

Using Volunteers In Your Agency: Trainer Manual.
National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-721
Pub Date-78
Contract-281-75-0013
Note-93p.; For related document see CG 013 984
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-024-00897-4)
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agency Role, *Alcohol Education, *Community Agencies (Public), Counselor Role, Counselors, *Program Development, Program Planning, *Training Techniques, *Voluntary Agencies, *Volunteers

This manual is designed to increase the number of volunteer programs in alcohol service agencies and to upgrade existing programs which are being coordinated by helping professionals in alcohol service agencies. The goals of this training program include assisting participants in: (1) being aware of the pros and cons of having volunteer programs; (2) being familiar with several principles in developing and maintaining effective volunteer programs; (3) understanding the systematic sequence for exploring, designing, and implementing pilot volunteer programs; and (4) analyzing the tasks necessary for program implementation in the back-home setting. The methodology for presenting these materials includes the use of small and large group discussions, problem-solving activities, and individual pencil/paper task assignments. Additionally, facilitator instructions and evaluation instruments are provided. (Author/HLM)

ED 178 836 CG 013 949

Perlmutter, Lynn Thompson, Eileen

Sex Differences in the Content and Structure of College Students' Descriptions of Future Plans.

Pub Date-79
Note-9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aspiration, *Career Choice, *College Students, Higher Education, *Marriage, Objectives, *Planning, Role Theory, Self Actualization, *Sex Differences

A content analysis of college students' essays on their plans for the future revealed sex differences in both content and structure. Essays were coded for the presence or absence, and the order, of career and marriage/family plans. In addition, the certainty of the plans was inferred from the use of contingency and probability qualifiers. The 110 female subjects mentioned family plans more often than the 85 male subjects, and were more likely to mention them first. Both sexes, however, were equally likely to mention career plans. More uncertainty was evidenced in the essays of male subjects, as they used qualifiers significantly more than females. Closer examination, however, revealed that women appeared to have accounted for the contingencies of husband and children by building flexibility into the future plans themselves. Females choosing traditional (N 39) did not differ from those choosing non-traditional (N 32) careers in the content or structure of their essays. The traditional women, however, were somewhat more likely to mention children. The possibility that women more than men, and traditional more than non-traditional women, may be more concerned with integrating the various aspects of their sex-role than with achieving excellence in any one capacity was discussed. (Author)

ED 178 905 CS 205 148

Mauldin, Charles R. And Others

The Use of Attitude Segmentation in Selecting Market Targets and Choosing a New Product Name: Application to an Automated Teller System.

Pub Date-Aug 77

Note-16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, WI, August 21-24, 1977)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Banking, *Communication Problems, *Economic Research, *Marketing, *Merchandise Information, Statistical Analysis

Identifiers-*Advertising

Ninety-six subjects were randomly chosen from 386 bank customers who responded to a questionnaire using subjective variables to segment or label respondents. A review of subjective segmentation studies revealed that the studies can be divided into three approaches benefit segmentation, attitude segmentation, and life style segmentation. Choosing attitude segmentation to determine bank customers' subjective opinions about automated teller machines (ATMs), some 75% were labeled Hurried Depositors'' because of a concern with getting in and out of the bank in a hurry, and were chosen to represent the priority market target in selecting a name for the ATM system to be introduced by their bank. Based on the preferences of the Hurried Depositors, the following criteria were established to select a specific name: the name should communicate a major benefit relevant to the primary market, it should suggest ATM services, and it should have human rather than institutional connotations. The criteria used in making the final decision did not come from the data but from assumptions about communication and human behavior: that the symbol chosen should convey benefits relevant and important to the target, with no excess connotations, particularly those which might be negative. (Sample statements from the questionnaire are included.) (AEA)

ED 178 977 CS 502 694

Bryant, Tim

The FTC: A Fount of Business Data.

Freedom of Information Center, Columbia, Mo.
Report No.-FOI-409
Pub Date-Sep 79
Note-6p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business, *Federal Regulation, *Information Seeking, *Information Sources, Public Affairs Education, Recordkeeping, *Records (Forms)
Identifiers-*Federal Trade Commission

The Federal Trade Commission (FTC) is a valuable source of information if one knows how and where to look. Besides being able to review FTC court litigation, journalists, consumer activists, and the general public have access to specific reports that provide information about mergers and consolidations, corporate organization patterns, quarterly financial statistics, and comprehensive financial data listed by uniform industry categories (line of business reports). If the information seekers are resourceful enough, they may be able to develop contacts within individual FTC divisions and acquire confidential data without a Freedom of Information Act request. (RL)

ED 179 040 EC 121 994

Proceedings of the National Deaf-Blind Educational/Rehabilitation Exchange.

California State Dept. of Education, Sacramento.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-39p.; For related information, see EC 121 995.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Deaf Blind, *Exceptional Child Services, Multiply Handicapped, *Prevocational Education, Rehabilitation, Severely Handicapped, *Student Evaluation, Teacher Morale

The document contains seven papers from the National Deaf-Blind Educational/Rehabilitation Exchange involving parents, teachers, and rehabilitators of deaf blind persons. In the keynote address The Challenge of Creating Rainbows,'' R. Kinney comments on the declaration of rights of the deaf blind person adpoted by the Helen Keller World Conference on Services to Deaf Blind Youths and Adults. Measures designed for evaluating the deaf blind multiply handicapped child are briefly reviewed by B. Sims-Tucker in Assessment of Deaf-Blind Children in Retrospect.'' Professional Burn-Out'' by L. Spaniol addresses the problems of frustration, anger, and fatigue encountered in the helping professions; while What is Prevocational Training?'' by T. Lockett and Prevocational Programing for the Low Functioning Deaf-Blind Child'' by G. Stone address the development of prevocational programs. Accomplishments and services of the Helen Keller National Center are outlined in Current Services for the Deaf-Blind and Some Thoughts Toward Meeting Future Needs'' (L. Bettica) and Developing Resources for Deaf-Blind Youths and Adults'' (D. Wyrick). (SBH)

ED 179 084 FL 010 579

Wigdorsky-Vogelsang, Leopoldo

Foreign Language Performance Requirements for Decoding by Native Speakers: A Study of Intelligibility of Foreigners' English.

Pub Date-78
Note-335p.; Ph.D. Thesis, University of Essex, England; Some tables may be difficult to read because of small type size
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Communicative Competence (Languages), Comprehension, English, *English (Second Language), *Error Analysis (Language), *Error Patterns, Language Instruction, Language Patterns, *Language Research, Language Usage, *Listening Comprehension, *Mutual Intelligibility, Pronunciation, Second Language Learning, Semantics, Spanish, Speech Communication, Syntax
Identifiers-Grammatical Acceptability

This work is intended to find replies to practical questions, such as how well native speakers of Spanish are decoded by native speakers of English, which errors interfere with decoding by the listener, and what the implications of the study might be for teaching. Fifteen Chileans were asked to tell stories in English, and several panels of native English-speaking listeners were asked to judge these stories for intelligibility, comprehensibility, grammaticality, and acceptability. It was hypothesized that although correlated, intelligibility (ease of being decoded) and comprehensibility are different concepts. It is also thought that the variables affecting intelligibility and comprehensibility are roughly the same. No correlation was found between intelligibility and comprehensibility, on the one hand, and grammaticality and acceptability, on the other. In spite of a large number of errors, the non-native English speakers proved to be easily decoded by the native English speakers. A synthesis of isolated errors was submitted to additional panels of judges. Pronunciation errors proved the most critical, followed by semantic and syntactic errors. The relatively low criticality of syntactic errors and errors of intonation seems to be of pedagogical interest. Intelligibility and comprehensibility proved not correlated with formal proficiency testing. (Author/AMH)

ED 179 124 HE 011 607

A Handbook for Self-Assessment. Self-Assessment for Colleges and Universities.

State Univ. of New York, Albany.

Pub Date-79

Note-131p.; For related document see ED 165 651

Available from-Self-Assessment for Colleges and Universities, Room 5A47, Cultural Education Center, New York State Education Department, Albany, NY 12230 ($5.00)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bibliographies, Case Studies, *College Administration, College Faculty, Costs, *Evaluation Methods, *Higher Education, *Institutional Characteristics, Institutional Research, Models, State Universities, Teacher Participation

Identifiers-*Regents Project on Self Assessment NY, *Self Evaluation (Groups)

Guidelines, theory, examples, and references pertaining to self-assessment for colleges and universities are presented in this publication from the University of the State of New York. Guidelines as drafted by the Regents' Project on Self-Assessment for Colleges and Universities include a list of conditions for self-assessment, the procedural steps, and a summary of criteria for the assessment process. Models of self-assessment programs undertaken at 15 New York colleges are described. The models illustrate various aspects of self-assessment including: faculty evaluation, cost of self-assessment, the necessity of involving both administrative and teaching staff, and strategies to encourage staff participation. Brief essays on the rationales for self-assessment by Harold Orlans (On Institutional Self-Evaluation), Marvin W. Peterson (Self-Assessment: Balancing Perspectives for Improved Institutional Viability), Ernest G. Palola (Program Effectiveness; Beyond Cost-Benefit Analysis), Gordon W. Blackwell (The Scope of Self-Assessment in Institutional Planning: A Case Study), and Bruce Dearing (Self-Assessment for Growth) are included. An annotated selective bibliography is included as well as a list of the participants in the Regent's Project on Self-Assessment for Colleges and Universities. (SF)

ED 179 101 HE 011 988

Bok, Derek C.

Reflections on Divestment of Stock: An Open Letter to the Harvard Community.

Harvard Univ., Cambridge. Office of the President.
Pub Date-6 Apr 79
Note-7p.; For related documents, see HE 011 985-987; Supplement to the Harvard University ``Gazette,'' April 6, 1979
Available from-Harvard University, Massachusetts Hall, Cambridge, MA 02138
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Freedom, College Administration, *College Role, Conflict, Educational Finance, Endowment Funds, *Ethical Values, Foreign Countries, Higher Education, *Institutional Autonomy, *Investment, *Political Influences, Presidents, Public Relations, Purchasing, Racial Discrimination, School Funds, School Industry Relationship, Social Attitudes, Standards
Identifiers-Divestiture, *Harvard University MA, *South Africa

The proposal that Harvard University sell its stock in American corporations in South Africa is discussed by the university's president. The proposal is based on the desire that the university respond as part of a pressure group using the leverage of purchases, endowment, and prestige as a university to push for social or political ends. Many years ago, Harvard adopted a policy of not investing in companies doing business in South Africa. Quite different considerations apply to the recent proposals concerning Harvard's policy as a share holder in American firms that carry out a small portion of their business in South Africa. It is felt that total divestment is neither a justifiable course of action for Harvard or a very promising way to help put an end to injustice in South Africa. Those who urge total divestment can make a plausible case only if they can show that all of the following propositions are likely to be correct: the withdrawal of American companies will help materially in overcoming apartheid and will contribute more than an effort on the part of American companies to improve wages, employment opportunities, and social conditions of nonwhite workers; selling Harvard's stock has a strong probability of persuading American firms to leave South Africa; divestment is a more effective inducement to withdrawal than continuing to vote on shares and communicate with management in other ways; and it is permissible for the Harvard Corporation to divert university resources to combat apartheid. (SW)

ED 178 199 IR 007 860

Harry, D. P. And Others
Voice Interactive Analysis System Study. Final Report, August 28, 1978 through March 23, 1979.
LOGICON, Inc., San Diego, Calif.
Spons Agency-Naval Training Equipment Center, Orlando, Fla.
Report No.-NAVTRAEQUIPCEN-78-C-0141-1
Pub Date-Jun 79
Contract-N61339-78-C-0141
Note-177p.
Pub Type- Reports - Research (143) - Reports - Descriptive (141) - Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Computer Oriented Programs, Computer Programs, Data Analysis, Data Bases, *Information Retrieval, *Information Systems, *Man Machine Systems, Military Training, Models
Identifiers-Minicomputers, *Voice Generated Data

The Voice Interactive Analysis System study continued research and development of the LISTEN real time, minicomputer based connected speech recognition system, within NAVTRAEQUIPCEN'S program of developing automatic speech technology in support of training. An attempt was made to identify the most effective features detected by the TTI-500 model speech preprocessor, and objective measures were used to demonstrate the presence of, and to evaluate, the various types of information used in LISTEN. Interword timing and structural peculiarities were the two most useful information sources for the two speakers investigated. Critical examination of the statistical models of the information sources revealed several ways to simplify and improve the LISTEN algorithm. Users manuals for analysis programs and for voice reference data generation programs are appended. (Author/CMV)

ED 178 679 CE 017 273

Neely, Margery A.

State Fair Community College Experience Based Career Education, 1977-1978. Third Party Evaluation Report.

Kansas State Univ., Manhattan. Coll. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-30 Jun 78

Note-96p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, *Career Education, Career Exploration, Community Colleges, Employer Attitudes, *Experiential Learning, Parent Attitudes, *Program Effectiveness, Program Evaluation, Secondary Education, Student Attitudes, Vocational Maturity

Identifiers-*Experience Based Career Education, Missouri

This report describes the third party evaluation of the State Fair Community College Experience-Based Career Education (EBCE) program. Experience based career education students and control students were compared using both locally developed instruments and standardized measures. Standardized measures inlcude the Career Development Inventory, Career Maturity Inventory, Student Attitude Survey, and Tests of Academic Progress. Among the findings of the evaluation was that the eleven students who completed the program out of the twelve who began completed at least one academic credit through EBCE projects. Results of the Career Development Inventory indicate that the distribution of occupational group preferences show more change for EBCE students while ratings of strength of preference were significantly higher for EBCE than for control students. Resource persons participating in the program indicated strong support for the project saying they would recommend it to others. (Pretest and posttest data are appended.) (LRA)

ED 178 850 CS 005 062

Zimet, Sara Goodman

Dispelling Myths and Examining Strategies in Teaching Non-Standard Dialect Speakers to Read.

Pub Date-Jul 78

Note-22p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (Northampton, England, July 1978)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Achievement, *Black Dialects, Culturally Disadvantaged, Elementary Education, *Language Attitudes, Language Experience Approach, Language Research, Language Usage, *Nonstandard Dialects, *Reading Instruction, Social Dialects, Sociolinguistics, *Standard Spoken Usage, Teaching Methods

To dispel the myths of linguistic deficiency among nonstandard English dialect speakers, evidence that repudiates these myths should be examined. These myths include suggestions that nonstandard dialects are ungrammatical and cannot be used to form concepts, and that speakers of such dialects receive little verbal stimulation as children. The result of this language impoverishment is thought to be poor performance in academic, social, and economic life. Research evidence repudiates these myths by indicating that in less formal testing situations and in natural surroundings, the monosyllabic speakers of formal test situations are actually verbally productive people. Linguists have noted that nonstandard English dialects are highly coherent, logical, and structured. Poor academic performance cannot be caused by the nonstandard dialect alone. Positive instructional techniques include recognizing dialect renditions of oral reading as high level acts of comprehension, utilizing the language experience approach as a bridge between the two dialects, and overcoming negative attitudes toward nonstandard dialects. (MKM)

ED 178 881 CS 005 117

Manzo, Anthony V.

College Reading: Clone, Illegitimate Child, or Hybrid.

Pub Date-79
Note-12p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Programs, Compensatory Education Programs, Content Reading, Developmental Programs, Higher Education, Junior Colleges, *Learning, *Reading Instruction, *Reading Programs, Remedial Reading, *Speed Reading, State of the Art Reviews, *Study Skills

The college reading movement, its methods, organization, and, implicitly, the career opportunities within it, is critiqued in this report in terms of four categories of programs: (1) rapid reading with ancillary attention to study skills; (2) remedial type reading and study skills; (3) compensatory type programs; and (4) content area improvement of learning programs. The evolution of these programs over the past 30 years is discussed. Emphasis is on the most recent attempts to help improve learning in the content areas involving the supplemental or adjunct approach, the problem-solving approach to study skills, and the strategy of improving reading/writing/thinking by writing annotations. Contributions to the field of reading instruction made by college reading courses in the area of study skills and speed reading are noted as indications that college reading courses are generators of wisdom in the field of reading rather than copies of courses at the elementary or secondary school levels. (MKM)

ED 178 928 CS 205 274

Sirianni, F. J.

Patterns of Change within the Publishing Industry.

Pub Date-Dec 78

Note-20p.; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978); For related documents, see CS 205 269-278

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Authors, *Books, *Economic Change, Economic Factors, *Economic Research, *Economics, Federal Legislation, Freedom of Speech, Marketing, Mergers, Organization Size (Groups), *Paperback Books, *Publishing Industry

This is one of several papers presented at a Federal Trade Commission Symposium on Media Concentration. It reviews the controversy between book publishers and the Authors Guild concerning the control of already published materials and the future of publishing, and it analyzes the market structure in order to put the issues into perspective. Some of the reported findings concerning the market structure indicate that: the major shift in concentration in book publishing occurred between 1958 and 1963; the four largest publishers control only 16% of the market, but the first four firms in the mass paperback submarket control an estimated 59% of the market; none of the seven major paperback firms is an independent enterprise; and the top 50 firms have considerably increased their share of the market over the last two decades. A series of connected research questions are suggested: (1) the analysis of the structure of the market and the relations between firms needs to be extended to all subfields in the industry and, where applicable, to suppliers, wholesalers, etc.; (2) a major hypothesis emerging is that there are a number of specifiable advantages of bigness; and (3) a thorough analysis of mergers and acquisitions in which publishing houses have participated since World War II combined with an evaluation of the life cycle of new and independent firms is required. (MKM)

ED 178 952 CS 205 300

Eberhard, Wallace B.

Shearing the Golden Fleece: Chilling the Discussion of Science in the Public Arena.

Pub Date-Oct 79

Note-13p.; Paper presented at the Humanities and Technology Conference (Marietta, GA, October 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Court Litigation, *Federal Aid, *Freedom of Speech, Legal Problems, *Research Problems, *Scientific Research

Identifiers-*Hutchinson v Proxmire, *Libel, Proxmire (William)

This paper briefly describes the history of the Golden Fleece Award given monthly by Senator William Proxmire for ``the biggest waste of taxpayers' money'' in the form of grants for research. It particularly focuses on the case brought by Dr. R. R. Hutchinson who was the recipient of the Golden Fleece Award for his research on the aggressive behavior of monkeys and human beings. It explores the history of Dr. Hutchinson's court case and discusses some of the implications of the case. A copy of the news release announcing the conferring of the award is appended. (TJ)

ED 179 001 EA 011 945

Bugher, Wilmer K., Ed. Tippy, Carol E., Ed.

Educational Planning Model: Curriculum Development Manual. Phase II. Revised.

California State Univ., Chico. Northern California Program Development Center.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-85p.; For related documents, see EA 011 943-944 and ED 073 528-530
Available from-Phi Delta Kappa, Eighth & Union Street, Box 789, Bloomington, IN 47202 ($2.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Criterion Referenced Tests, *Curriculum Development, *Educational Objectives, Elementary Secondary Education, Individualized Instruction, *Performance Based Education

This manual, part of a long-range planning model concerning goal formulations, is a revision and update of an earlier work on writing educational performance objectives (ED 073 529). It modifies and extends the former manual to provide the total system description necessary for curriculum development as well as curriculum implementation. The first section includes a short explanation of the writing of performance objectives. The second section addresses the actual development of curriculum. Its purpose is to assist educators in clearly defining what schools should be teaching and to express those findings in performance terms. It also presents techniques for placing a curriculum into a logical learning sequence throughout the grade levels. The third section covers methods and suggestions for managing a sequenced curriculum for individualized instruction, the final phase of program implementation. The manual is intended to help a district or school analyze, develop, and manage a curriculum for individualized instruction. Exercises are included. (Author/JM)

ED 179 082 EC 122 172

Anderson, Stephen C. And Others

Innovative Services: The Use of Parent Aides in Child Protective Services. Participant's Guide.

Texas Univ., Austin. School of Social Work.

Pub Date-79

Note-125p.; For related information, see EC 122 173-179. Best copy available

Available from-Resource Center on Child Abuse and Neglect, 2609 University, SWB 314, Austin, TX 78712 ($25.00 for printed materials only, $100.00 for entire package that includes printed and audio visual materials)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Abuse, Family Counseling, Family Problems, Individualized Programs, *Neglected Children, *Paraprofessional Personnel, Parent Education, *Parent Participation, *Parent Workshops, *Therapists, Volunteers

Intended for child protective service workers and others who may be considering a parent aide program, the document provides the participant with a guide to the seven module multi-use instructional materials package on treating families with abused and neglected children. Initial sections offer a program overview and information on individualized instruction and lay therapists. The bulk of the document contains record sheets, checklists, evaluation forms, and slide tape transcripts which correspond with the package modules. (SBH)

Galloway, Sarah Beth Barnes

The Relationship between Awareness of the Davis County Libraries and Their Use and Nonuse.

Pub Date-Aug 78
Note-110p.; A student research paper submitted to the school of Library and Information Sciences, Brigham Young University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-County Libraries, Information Sources, *Library Services, Library Surveys, *Perception, *Public Libraries, *Relationship, Tables (Data), *User Satisfaction (Information), *Use Studies
Identifiers-Utah

Using data gathered from a survey of adult residents living in Davis County, Utah, this study was intended to determine the relationship between the use and nonuse of the county library, and the residents' perception of its print and cultural services. Related surveys taken in connection with library use, profiles of users and nonusers, respondents' awareness of library services, and respondents' use of non-library information sources are considered. Statistics illustrating the relationship between awareness and library use derived from a t-test and an inferential probability test reveal that both user and nonuser would take advantage of more library services if they were aware of them. Sources consulted are listed, and appendices provide a map of the region studied, the formula for randomization correlation of name extraction, the questions asked in the survey, the list of possible answer choices mailed with the questionnaire, a copy of the introductory letter, the formula for the inferential statistical test, and the frequencies generated by the questionnaire. (FM)

ED 179 242　　IR 008 010

Holz, R. Kathleen

Library and Information Services for Enhancing Lifelong Learning. A Discussion Guide.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Oct 79

Note-41p.; For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, *Continuous Learning, *Federal Legislation, *Financial Support, Government Role, *Information Needs, Information Seeking, *Library Services, Literacy, National Programs, Needs Assessment

Identifiers-*White House Conference Library Info Services

The two central themes of this discussion guide on the conference theme, Library and Information Services for Enhancing Lifelong Learning, relate to the roles of the library in supporting the educational programs of schools and universities, and in supporting adult education, continuing education, and lifelong learning. Following a general introduction, background information is presented in each of eight discussion-topic sections, which in turn are subheaded with sample discussion topics. The eight issues are concerned with (1) more effective administration of federally legislated programs supporting school, public, and academic libraries; (2) the roles and areas of cooperation between school and public libraries in meeting the needs of school-age children; (3) the implementation of a nationwide network to support the nation's educational goals; (4) how libraries can improve and enhance lifelong learning opportunities; (5) how libraries can promote literacy; (6) the dimensions of the state and federal roles in funding public libraries; (7) the desirability of special status for academic and research libraries with collections of regional and national significance; and (8) how local community, public school, and academic libraries can adapt to the changing social and technological environment. An abstract in Spanish and seven references are included. (SW)

ED 178 733 CE 023 027

Newman, Mary Elizabeth

Pre-Retirement Planning: A Necessary Dress Rehearsal.

Emanuel Coll., Boston, Mass.

Pub Date-10 Nov 79

Note-10p.; Document prepared through the Counseling and Career Services

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Guidance, Long Range Planning, Older Adults, *Personal Adjustment, *Retirement, Senior Citizens, Social Adjustment, Values

Identifiers-Retirement Preparation

Studies seem to indicate that preparation for retirement is the key to its success. Planning includes these basic ingredients: (1) maintaining regular health habits; (2) role flexibility the retiree needs a healthy self image not bound to the self-as-worker; (3) activity that is constructive and personally meaningful; and (4) continuance of social life. Contrary to popular myths, most retirees do not move (only 5% do), retirement is not necessarily a precursor of poverty, nor is it a source of stress and mental illness for most people. Recommendations for successful retirement include peer counseling, phasing into'' the process gradually, and realistic assessment of present and future financial situations. Are there opportunities for retirees seeking an active life? Definitely there is part- or full-time work, volunteer work, and continuing education, often with low cost or free tuition. Many companies and unions now help the imminent retiree, as do agencies and governmental branches offering everything from workshops and courses through monthly lessons to video cassettes, pamphlets, and magazines. An active, meaningful retirement, viewed with anticipation, would seem to be an opportunity well worth planning for. (Two pages list sources of further information, programs, organizations, and help for those about to retire.) (CP)

ED 178 771 CE 023 296

Operation Outreach. National Network for Curriculum Coordination in Vocational-Technical Education. Conference Proceedings (Denver, Colorado, July 9-13, 1979).

National Network for Curriculum Coordination in Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-74p.; Two tables and photographs in this document will not reproduce well
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Conference Reports, *Curriculum Development, Curriculum Planning, *Educational Coordination, *Information Networks, Information Retrieval, *Information Services, Speeches, *Vocational Education

Proceedings are presented of the National Network for Curriculum Coordination Conference, which focused on coordinating within the Network and expanding services to vocational educators. The conference keynote address, by Marvin Feldman, was Futurism - A Technical Revolution. Other items included were (1) presentations on the National Network for Curriculum Coordination accomplishments in 1979; (2) a report from the National Center for Research in Vocational Education on national product selection and dissemination, military curriculum, and information for national instructional development needs; (3) a paper, Creating a National Network for Curriculum Coordination in Vocational Technical Education Information Retrieval System for Instructional Materials; and (4) a series of four mini-session reports on topics such as apprenticeship programs curricula and a strategy for energy-related occupations and career choices. (LRA)

ED 178 791 CG 013 895

Harding, Dennis And Others

Nebraska School Counselors' Perceptions of Counseling Responsibilities and Satisfaction With College Preparation: A Monograph.

Nebraska State Dept. of Education, Lincoln.
Pub Date-Feb 79
Note-35p.; Table may be marginally legible
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Counselor Role, Counselors, *Counselor Training, *Educational Needs, Elementary Secondary Education, *Guidance Services, *Needs Assessment, *Perception, Professional Education, Surveys
Identifiers-*Nebraska

Elementary and secondary school counselors in Nebraska were assessed in terms of their views on the need to be able to perform certain professional and job-related responsibilities and the adequacy of their college preparation to prepare them to meet those responsibilities. A survey instrument, based on a needs assessment model, was developed to identify needs and to indicate whether or not those needs were met; it also allowed for the establishment of priorities by considering the degree of need (Need Index) and the extent to which the need was or was not met (Satisfaction Index or Dissatisfaction Index). Additionally, respondents (N 423) were asked to indicate the extent of their agreement to 38 statements about counselor training using a Likert-type scale. Results indicated that counselors: (1) perceive a need to perform many roles; (2) feel they have not been adequately prepared for some of the roles; (3) need more training in family intervention techniques; and (4) need more training in methods to develop and manage a broad range of guidance functions required in school settings. (Author/HLM)

ED 178 978 CS 502 695

Kurtz, Camille Matthews, Daniel G.

Africa Speaks, America Responds'': A Report on The African Council on Communication Education Dialogue Communication Education/Training Needs in Africa,'' April 11-13, 1979, Washington, D. C.

African Bibliographic Center, Washington, D.C.; African Council on Communication Education, Nairobi (Kenya).; American Council on Education, Washington, D.C.
Pub Date-Apr 79
Note-129p.
Language-English; French
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-African Culture, *Communication (Thought Transfer), *Communication Problems, *Educational Needs, Foreign Countries, *Information Needs, International Programs, *International Relations, *Needs Assessment
Identifiers-*Africa

This report (in both English and French) contains a condensed version of the conference on communication education and training needs in Africa convened by the Executive Committee of the African Council on Communication Education (ACCE) in April 1979. The five major sections of the report provide information on the following topics: the role of the ACCE; its first priority the establishment of a secretariat; other priorities, such as the training of trainers and preparation of teaching materials, courses for media professionals, women and the media, exchanges of staff and students, the communication needs of nonelite groups, and the establishment of a communication research and documentation network; international cooperation and the ACCE; and communication studies in Africa and funding and cooperative assistance opportunities. Six appendixes contain a conference program, a list of participants, background data on the participants, an excerpt from the ACCE constitution, a selected listing of articles from the ACCE newsletter, and its 1976 agenda for action. (FL)

ED 170 023 EC 121 268

Hampel, Angelica And Others

Support Services for Exceptional Students: Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, San Luis Obispo, and Tulare Counties.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 78

Grant-G007702227

Note-120p.; See EC 121 264-272 for other California counties.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults, *Agencies, *Ancillary Services, Community Agencies (Public), *Exceptional Child Services, *Handicapped Children, Mainstreaming, Prevocational Education, Private Agencies, Resource Guides, Secondary Education, State Agencies, *State Programs, Vocational Directors, *Vocational Education, Vocational Rehabilitation

Identifiers-*California

Intended for use by vocational administrators responsible for mainstreaming handicapped students into vocational education classes, the resource guide lists and describes governmental and private agencies that provide vocational programs and support services for the handicapped on a local and statewide basis in the California counties of Fresno, Inyo, Kern, Kings, Madera, Mariposa, Merced, Mono, San Luis Obispo, and Tulare. The agencies are presented alphabetically, grouped by counties, with a separate section for statewide agencies. A listing of agencies by relevant handicapping conditions is also provided, along with definitions of various handicapping categories. Under each agency is listed its name, its specific concern, the handicapped groups it serves, its intended users, the specific services it provides, its address, and any costs of its services. The agencies described provide the following types of vocational and support services: vocational testing and evaluation, vocational counseling, prevocational training, work adjustment, sheltered workshops, work activities, building and equipment adaptation, job placement and referral, independent living skills, informaton and referral, legal advice, diagnosis and evaluation, psychological services, physical therapy, speech therapy, occupational therapy, special aids and appliances, braille and tape transcription, mobility and orientation training, deaf interpreting, medical services, instructional materials, educational assessment, academic tutoring, and advocacy. (DLS)

ED 170 105 FL 010 766

Educating Nevada's Limited-English-Speaking Students.
Nevada State Dept. of Education, Carson City.
Pub Date-Aug 77
Note-113p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-American Indians, Annotated Bibliographies, Autoinstructional Aids, *Bilingual Education, Elementary Secondary Education, *English (Second Language), Evaluation Criteria, Federal Court Litigation, Government Role, Language Instruction, *Language Tests, Mexican Americans, Multicultural Education, Needs Assessment, *Non English Speaking, Program Evaluation, *Program Planning, Second Language Learning, Spanish Speaking, State Boards of Education
Identifiers-*Bilingual Programs, Lau v Nichols, *Nevada

This resource for program planning offers guidelines for providing Nevada's limited-English-speaking (Spanish-speaking and American Indian) students with equal access to quality education. The following chapters are included: (1) Educating Limited-English-Speaking Students: The Record,'' (2) State Board of Education Position on Bilingual-Bicultural Education,'' (3) Federal Involvement in the Education of Limited-English-Speaking Students,'' (4) Common Criteria for Instructional Program for Limited-English-Speaking Students,'' (5) Bilingual-Bicultural Programs,'' (6) English as a Second Language Programs,'' (7) Identification and Needs Assessment,'' (8) Assessment of School District's Capabilities,'' (9) Parental and Community Involvement,'' (10) Selection and Implementation of Instructional Programs,'' and (11) Process and Product Evaluation.'' Several annotated bibliographies are included, and the following are appended: Text of Lau v. Nichols, Text of Lau Remedies, Language Dominance Tests, and Self-Instructional Course in Teaching English as a Second Language. (JB)

ED 179 144 HE 011 958

Mandelbaum, Dorothy Rosenthal And Others

The Women Physician: Recent Research Perspectives.

Pub Date-Nov 77

Note-12p.; Abstracts of papers presented at the Annual Conference on Research in Medical Education (16th, Washington, DC, November 9-10, 1977)

Pub Type- Reports - Research (143) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Admission (School), *Discriminatory Attitudes (Social), Educational Research, *Females, Graduate Medical Education, Graduate Study, Higher Education, Medical Education, *Medical Schools, *Physicians, *Sex Discrimination, Womens Education

Data on the progress of the woman M.D. from admission to medical school and through practice are presented in summaries of four papers on the topic. In Women in Academic Medicine,'' Judith Braslow argues that the medical school interview is particularly difficult for women and that there is a need for greater representation of women on medical school faculties. Elizabeth McAnarney's paper on Women in the Medical Schools in the Last Decade'' focuses on the dilemma of women houseofficers, contending that this group has the highest risk of developing major problems that have been inadequately addressed. In Affirmative Deception: The Case of Women Physicians and the Computer Matching Plan for Interns and Residents,'' by Mary Roth Walsh, it is argued that as of 1977 the equal admissions policy had not ended the extremely negative attitude toward women applicants. The attitudes that still inhibit the performance of women physicians are examined. In Persisting and Nonpersisting Women M.D.'s: Personality Variables Explored,'' Dorothy Rosenthal Mandelbaum argues that variations in practice patterns may be due to differences in personality. It is concluded that women physicians are either women focused on self-actualization through career, or women who often choose to marry and rear children as well as to work. (Author/PHR)

ED 179 180 HE 012 017

Koewing, J. Robert Long, Carol

Continuing Education in WMAHEC Year 07: An Evaluation Report.

Missouri Univ., Kansas City. Western Missouri Area Health Education Center.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date-1 Oct 79

Contract-232-78-0197

Note-31p.; For related documents, see HE 012 016-020

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Assessment, *Evaluation Criteria, *Health Occupations Education, Health Services, Higher Education, Medical Care Evaluation, *Organizational Effectiveness, *Professional Continuing Education, Program Evaluation, *Regional Programs

Identifiers-*Allied Health Occupations Education, *Western Missouri Area Health Education Center

Two methods for evaluating continuing education of the Western Missouri Area Health Education Center (WMAHEC) are examined. The evaluation questions concern whether WMAHEC provided regionally accessible continuing education and whether WMAHEC catalyzed the development of administrative mechanisms to support continuing education program development. This descriptive program evaluation highlights what took place using the HUEA designated urban/rural categories by county as the mechanism to organize the results. Additional focus concerns the primary health care area designations to achieve further precision in characterizing the outcome data and to inspect the continuing education program effort using the program objectives of ``professional environment'' and ``quality of health care'' to explore impact relating to the societal goals of distribution and retention. The evaluation period covered October 1, 1978 through August 30, 1979. Sixty-six programs, 1,950 participants, and 7,150 contact hours of continuing education are the gross data base upon which the description is based. A ``deficit/surplus'' criteria was used to describe the impact of the continuing education program. (SW)

ED 178 752 CE 023 181

Report of Advisory Group on Assessing Means for Strengthening the Role of Labor in Education and Work Planning.

Northwest Regional Educational Lab., Portland, Oreg.
Pub Date-May 78
Note-25p.; For related documents see CE 023 176-179
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Awareness, *Career Education, *Education Work Relationship, Experiential Learning, *Labor, Labor Supply, Program Development, *Program Improvement, *School Industry Relationship, Work Experience

As a part of research designed to determine how labor leaders perceive the current relationship between labor and education and to identify activities that could promote greater collaboration in education and work, an advisory committee composed of labor leaders met to analyze labor's role in planning educational activities. Central issues for the advisory group were (1) students' needing more adequate preparation, including considerable career exploration, in order to make a successful and efficient transition between education and work and (2) at a time of high unemployment, students' threatening the work security of adult workers. Among the findings of the work session was that the group favored increased involvement of organized labor in education. Group members believed that labor could provide significant input because of its expertise, and they recognized that it was important for labor to participate so that its view could help shape the direction of work-education policy. The committee also believed that career awareness could be expanded through improved guidance counseling and infusion of labor studies into the curriculum. Responsibility for providing work experiences, in the judgement of the advisory group, should rest with the joint collaboration of labor, education, and business and industry. (LRA)

Ray, Barbara H.

The College Orientation Workshop: A Counseling Model and Curriculum Module.

Pub Date-77

Note-81p.; Best copy available; Ed.D. Dissertation, Nova University, Florida

Pub Type- Dissertations/Theses (040) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Career Development, *College Attendance, *College Bound Students, High School Students, Models, *Participant Satisfaction, *Performance Factors, Program Design, *Program Effectiveness, Secondary Education, *Vocational Counseling, Workshops

The development and evaluation of a counseling model, the College Orientation Workshop for college-bound students, was investigated. A questionnaire was administered to juniors at Pensacola Catholic High School. Student responses to the questionnaire determined the number of students to participate in the workshop as well as the information desired by the students. The two-hour workshop, designed to accommodate 30 students maximum, was offered four times. A counseling model was developed with a manual to be used by the counselor and each participant. The effectiveness of the workshop was determined by tabulation of performance objectives reached during the workshop by participants and subjective opinions of the workshop participants in small groups at the end of the workshop. Results indicated that there were no negative reactions to the workshop and that it can be used as an integral part of a college preparatory curriculum for all college-bound students both vocational-technical program students and four-year college program students. Appendices contain survey questions and responses; some information is geographically-specific. (Author)

ED 178 837 CG 013 950

Stebbins, Linda Ames, Nancy L.

Attaining Sex Equity in Counseling Programs and Practices. Application Booklet for Counselors.

National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-Sep 78

Contract-300-76-0456

Note-80p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Career Choice, Career Exploration, Counseling Effectiveness, Elementary Secondary Education, *Guidance Programs, Nondiscriminatory Education, *Personal Interests, *Sex Fairness, Workshops

Identifiers-*School Counselors

This application booklet was designed to assist elementary-secondary education counselors to gain an understanding of the manifestations and effects of sex discrimination and sex bias in education, to gain an understanding of Title IX, and to attain skills and capability for the development and implementation of policies, programs and management systems to ensure educational quality. The information supplements that provided in the Title IX Workshop Package. Materials are presented as follows: (1) consequences of sex discrimination and stereotyping; (2) regulations and requirements of Title IX; (3) recommendations for a comprehensive sex-fair guidance program; and (4) recommendations for administering and interpreting career interest inventories. A bibliography and resource guide conclude the body of the booklet. Appendices include a table of federal laws and regulations prohibiting sex discrimination, a questionnaire for rating career guidance programs and a checklist for evaluating career interest inventories. (Author/BEF)

ED 178 882 CS 005 118

Manzo, Anthony V.

The Astrobasics'' or If I'm Going to be Drowned...Why...Was I Allowed to Come Thus Far and Contemplate Sand and Trees?''

Pub Date-Nov 79

Note-30p.; Paper presented at the National Basic Skills Conference (2nd, Nashville, TN, November 5, 1979)

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Basic Skills, Educational Needs, *Functional Illiteracy, *Functional Reading, Higher Education, Reading Development, *Reading Instruction, *Reading Skills, Technological Advancement

Teachers are faced with the problem of needing to do a better job of teaching the basics and the astrobasics (those skills needed to understand and respond to the complex bureaucratic demands of the space age, especially reading and filling in such forms as those required for class registration, student loans, and income tax preparation). At least three levels of teaching are needed to foster the basics (and astrobasics) of reading: prereading skills, early reading skills, and reading-study skills. (Appended is the Basics and AstroBasics test.) (TJ)

Wilkinson, Andrew And Others
Assessing Language Development: The Crediton Project.
Pub Date-May 79
Note-27p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (12th, Ottawa, Canada, May 8-11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Composition (Literary), Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Language Development, *Language Research, Language Skills, *Measurement Techniques, Writing Skills

This paper offers a review of methods of judging the quality of English compositions and demonstrates the need for establishing criteria to judge composition work in a developmental context. Scales of development designed to meet that need are categorized as: stylistic measures that include structure/organization, syntax, verbal competence, reader awareness, cohesion, appropriateness, and effectiveness; affective measures that include an awareness of self, others, the environment, the addressee, and reality; cognitive measures that include the ability to describe, interpret, generalize, and speculate; and moral measures that include judging self/others by physical characteristics, punishments and rewards, status/power, conventional norms/rules, intention/motive, abstract universal concepts, and a personally developed value system. The results of giving the same four written tasks (an autobiographical narrative, an account of a process written from authority, a fictional story, and a discussion/persuasion paper) to 90 students aged 7, 10, and 13 and of applying the scales of development to samples of their writing are discussed. (AEA)

ED 178 953 CS 205 301

Smelstor, Marjorie, Ed.

A Guide to Using Popular Culture to Teach Composition.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date-79

Note-75p.; For related documents, see CS 205 097-100, CS 205 182, CS 205 240, CS 205 242, and CS 205 249

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Athletics, Comics (Publications), *Composition (Literary), Elementary Secondary Education, Films, *Lesson Plans, Literature, Music, Newspapers, *Popular Culture, Radio, *Teaching Guides, Television, Writing Skills

Identifiers-Wisconsin Writing Project

The purpose of this guide is to offer possible answers to questions concerning popular culture that teachers might have and to offer suggestions on utilizing popular culture materials that are available. Lesson plans are presented using materials from advertising, newspapers, comics, film, television, popular music, radio, popular literature, sports, and a miscellaneous category including things that are part of a student's world. Included also is a bibliography of resource materials from each interest area. (AEA)

ED 179 041 EC 121 995

Assessment and Education of Deaf-Blind Children. Proceedings of the Special Study Institute (Los Angeles, CA, March 17-18, 1978).
California State Dept. of Education, Sacramento.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-49p.; For related information, see EC 121 994.
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Auditory Evaluation, *Deaf Blind, Educational Diagnosis, Elementary Secondary Education, *Evaluation Methods, Informal Assessment, *Multiply Handicapped, Parent Teacher Cooperation, Prevocational Education, Psychological Evaluation, Rubella, *Student Evaluation, Teacher Morale, *Testing, Vision Tests

The document contains nine conference papers which address several approaches to assessment of deaf blind children. Entries include the following titles and authors: Parent-Teacher Relationships and the Deaf-Blind Child'' (M. Schleifer); Congenital Rubella The Teenage Years'' (P. Ziring); Psychological Assessment'' (guidelines for assessing the deaf blind or otherwise multihandicapped child) by D. Overbeck; Functional Visual Assessment of Deaf-Blind Children'' (M. Efron); Professional Burn-Out How to Avoid It'' (L. Spaniol); Educational Assessment'' (P. Busset); Assessment for Prevocational Training'' (R. Lecours); Audiological Assessment'' (assessment of auditory threshold, auditory discrimination, auditory recognition and comprehension, auditory discomfort, auditory localization, audition supplemented by vision and taction, auditory monitoring of speech, and other communication abilities) by E. Sheeley; and Assessment Techniques in the Classroom'' (D. Bremer). (SBH)

ED 179 085   FL 010 582

Ahmad, K. And Others

On the Teaching of Russian Numerals by Using an Online Computer.

Pub Date-78
Note-8p.
Available from-University of Cambridge, Literary and Linguistic Computing Centre, Sidgwick Site, Cambridge CB3 9DA, England
Journal Cit-Association for Literary and Linguistic Computing Bulletin; v6 n3 p235-42 1978
Pub Type- Reports - Descriptive (141) - Journal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adjectives, Autoinstructional Methods, *Computational Linguistics, *Computer Assisted Instruction, Computer Programs, Computers, Educational Technology, Grammar, Higher Education, *Information Processing, Language Instruction, Learning Processes, Morphology (Languages), *Programing Languages, *Russian, *Second Language Learning, Syntax
Identifiers-*Inflection (Grammar)

Some of the problems facing undergraduates learning Russian can be dealt with effectively by using an online computer. A Russian numerals drill program (RUNEX) is described which aims to help the student in tackling the morphological arbitrariness and some aspects of the syntax of the Russian numerals. Paradigms are given for the numerals five, two, and one, and the two modes in which RUNEX operates are presented. The use of program arrays, the adoption of FORTRAN to write the program, and the division of the set of numerals (1-49) into subsets are discussed. An appendix presents a sample output from program RUNEX. (Author/AMH)

ED 179 200 IR 007 861

Lee, Tae Moon

Analysis of U.S. Government Printing Office Documents Depository Survey Items. Follow-Up Study Report.

American Library Association, Chicago, Ill. Government Documents Round Table.

Pub Date-Jun 79

Note-61p.; For related document, see ED 163 910

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Abstracting, *Depository Libraries, *Federal Government, *Government Publications, Information Dissemination, Surveys

Identifiers-*Item Cards

A follow-up study to a February 1978 report concerning the inadequate annotations on depository survey item cards issued by the Superintendent of Documents of the U.S. Government Printing Office (GPO), this report presents an analysis of 65 new survey items received by each of six selective depository libraries for the 3-month period, March through May 1978. It is based on Survey numbers 78-37 through 78-57 of Daily Shipping Lists no. 10654 through 19974, dated March 10, 1978 through May 25, 1978. Findings are discussed, an analysis of the annotations is provided, and six recommendations are made. Appended are analyses of the 65 survey items, listing the survey number, shipping list number, shipping list date, item number, SuDoc classification, a yes or no indication of sample received by each of the six depository libraries, the agency name/series and/or serial title, and the annotation and/or remarks. Also attached are GPO internal memoranda of February 17, 1978, and December 12, 1978, regarding minimum annotation requirements for new item surveys, issued by J.D. Livsey, Director of the Library and Statutory Distribution Service. (JD)

ED 178 860 CS 005 065

Kozminsky, Ely And Others

Comprehension and Analysis of Information in Text: I. Construction and Evaluation of Brief Texts.

Colorado Univ., Boulder. Inst. for the Study of Intellectual Behavior.
Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Report No.-ONR-TR-82
Pub Date-Jul 79
Contract-N00014-78-C-0433
Note-85p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavioral Science Research, *Content Analysis, Decision Making, *Discourse Analysis, *Information Theory, *Information Utilization, *Language Research
Identifiers-*Stock Market

This report describes a series of studies designed to construct and validate a set of text materials necessary to the pursuance of a long-term research project on information analysis and integration in semantically rich, naturalistic domains, primarily in the domain of the stock market. The methods and results of six separate experiments on sentence and text categorization and rating are discussed, and the constructed and evaluated materials are presented in various appendixes that make up two-thirds of the report. Plans for use of the materials and for additional research are proposed. The appendixes include sentences within each of six informational categories, sentence properties by categories, stock reports in text format, a propositional analysis of the stock reports, and the distribution of propositions in each sentence set by categories. (AEA)

ED 179 083 EC 122 173

Anderson, Stephen C. And Others
Texas Univ., Austin. School of Social Work.
Pub Date-79
Note-46p.; For related information, see EC 122 172-179. Best copy available
Available from-Resource Center on Child Abuse and Neglect, 2609 University, SWB 314, Austin, TX 78712 ($25.00 for printed materials only, $100.00 for entire package that includes printed and audio visual materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Abuse, Family Counseling, Family Problems, *Neglected Children, *Paraprofessional Personnel, Parent Education, *Parent Participation, *Parent Workshops, *Therapists, Volunteers

Module 1 of a seven module package for child protective service workers explores volunteer parent aide programs in the areas of child abuse and neglect. Directions and discussion questions are provided for six training activities which cover the unique contributions of parent aides, the beliefs and assumptions that underly the parent aide program, and the relationship between the professional and volunteer roles. (SBH)

ED 179 125 HE 011 749

Nichols, John P., Ed. Groppe, John D., Ed.

Designing a Core Curriculum. Proceedings of an Institute on Core Curriculum Design at Saint Joseph's College, Rensselaer, Indiana, June 3-8, 1979.

Saint Joseph's Coll., Rensselaer, Ind.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-3 Jun 79

Note-100p.

Available from-Saint Joseph's College, Rensselaer, IN 47978

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-American Culture, Ancient History, *Core Curriculum, *Curriculum Design, Educational Objectives, European History, Family Life, *General Education, Higher Education, *Interdisciplinary Approach, *Liberal Arts, Mass Media, Philosophy, Religion, Resource Materials, Speeches, *Summer Institutes

A report of the proceedings of an Institute on Core Curriculum Design, held in June, 1979 at Saint Joseph's College, Rensselaer, Indiana, is presented. Contents include: prefatory matter including the director's preface, the editor's preface, a list of participants, the schedule of the activities of the institute, the keynote address (On Getting the Infrastructure Together'') by Professor Richard F. Grabau of Purdue University, the reports of the eight curriculum design committees, and the evaluator's report by Professor Anthony Lisska of Denison University. The core curriculum design committees concern the following areas: ancient history at the roots of human freedom; modern Europe: 1700-1900; comparative religion: family life and beliefs; science as civilization; utopia or oblivion; mass media and the shaping of mankind; twentieth century American culture; and science, technology, and human values. In addition to presenting issues and educational objectives for each topical area, readings, films, and lecture topics are outlined. (SW)

ED 179 162 HE 011 989

New Approaches to General Education-II. The Forum for Liberal Education, Volume II, Number 2, November, 1979.

Association of American Colleges, Washington, D.C.
Pub Date-Nov 79
Note-13p.
Available from-Association of American Colleges, 1818 R Street NW, Washington, DC 10009
Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Education, Case Studies, Colleges, Core Curriculum, Educational Change, *Educational Innovation, *General Education, *Higher Education, Interdisciplinary Approach, *Liberal Arts, Models, *Program Development, Seminars, Universities, Workshops
Identifiers-Appalachian State University NC, Cedar Valley College TX, Haverford College PA, Johnson County Community College KS, Luther College IA, Ottawa University KS, University of California Berkeley, Wheeling College WV

Eight new approaches to collegiate general education are described. In an introductory overview article, Toward the Reconstruction of General Educat[illegible] Jerry Gaff, director of a project on general education models, provides specific suggestions for institutional renewal, such as the formation of a task force, composed of faculty, students, and administrators, to prepare a plan for curricular revision. The following are the eight programs briefly described: Cedar Valley College's Skills for Living,'' a program to identify skills for life enrichment to be infused into all programs at the college; University of California at Berkeley's College Seminar Program, a limited enrollment program offering freshmen and sophomores a two-year program of intensive study in small, interdisciplinary seminars; Wheeling College's Faculty Development Workshops, which focus on students' reading and writing problems; Appalachian State University's Bachelor of Technology Program, a program which accepts only graduates with Associate of Applied Science degrees for training as instructors in two-year colleges and technical institutions or as technicians for industry with broad educational backgrounds; Haverford College's General Education Program, a program requiring students to show competence in seven elements of dimensions present in many courses (such as history, being and value); Ottawa University's Vocation and the Liberal Arts,'' an issue-oriented core of six courses; Johnson County Community College's General Education Modules, a program of modules focusing on humanities issues and integrated into existing occupational program courses; and Luther College's Paideia,'' a freshman requirement concentrating on a classical background. An update on two previously described courses and 22 other programs are listed. Contact persons at each institution are also reported. (PHR)

ED 179 222 IR 007 985

Report of a Planning Conference for Solar Technology Information Transfer, Austin, Texas, 12-13 June 1979).

Southeastern Library Association, Tucker, Ga.; Southwestern Library Association, Stillwater, Okla.

Spons Agency-Department of Energy, Washington, D.C.; Southern Solar Energy Center, Austin, Tex.

Pub Date-Jun 79

Note-82p.; For related documents, see ED 167 080, ED 168 522, and IR 007 888 ; Parts will not reproduce clearly

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Energy Conservation, *Information Centers, *Information Dissemination, Library Networks, *Library Role, Library Services, Public Libraries, *Solar Radiation

Identifiers-*Texas

Charged with the responsibility of determining the best way to plan for solar technology information transfer within the state of Texas, participants in the Planning Conference for Solar Technology Information Transfer met to discuss the many ongoing activities related to energy information dissemination, to analyze the resources available in Texas for both the development of solar technology and for its transfer, and to make recommendations for further action. They resolved (1) that a citizens' subcommittee study the feasibility of planning and implementing a closely coordinated energy information dissemination system which would utilize all available resources, especially public libraries; (2) that this subcommittee include a representative from the Texas State Library, and (3) that the League of Women Voters be informed of the conference resolutions and asked to submit them to the Texas Energy Advisory Council. The creation of an energy information center specific to the needs of all Texans was also urged. Appendices to the report include brochures and pamphlets which concern the transfer of solar energy information. (FM)

ED 178 080 CE 017 902

Developing Adult Guidance-Placement Models in Vermont. Final Evaluation Report, July 1, 1976-October 31, 1977.

CEDAR Associates, Keene, N.H.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-1 Feb 78
Note-15p.; For related documents see ED 159 440 and CE 018 802
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, Advisory Committees, Area Vocational Schools, Career Education, Career Planning, *Curriculum Development, Group Guidance, Instructional Materials, Material Development, *Models, *Occupational Guidance, Occupational Surveys, *Program Development, Program Effectiveness, Workshops
Identifiers-Vermont

In response to the emphasis on expanded use of Vermont area vocational centers by adults, an adult career guidance model was developed and pilot tested in one of the centers. An advisory committee was established to review materials, publicize adult guidance sessions, and survey local business for occupational information to be used in adult guidance workshops. Based on review of literature on adult guidance models, procedures and materials were developed with advisory committee input. Three pilot test sessions for adults were conducted with success. A final compilation including procedures, process, development, and implementation resulted in publication of a Job Hunter's Guidebook (ED 159 440) and instructors manual (CE 018 802). Additional results included an annotated bibliography of materials and a training workshop for adult education supervisors with feedback on use of materials. Suggestions for a greater degree of cost effectiveness were made but the judgement of the evaluator was that the overall effect and subsequent impact was positive. Recommendations for future training sessions, a more systematic approach to dissemination, and future variations of the model were made. (FP)

ED 178 698 CE 021 761

A Handbook of Teacher-Developed Career Education Infusion Lessons for the Senior High School.

Livonia Public Schools, Mich.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 78
Grant-G0077C0106
Note-893p.; Some pages may not reproduce well due to light, blurred, or faint type; For a related document see ED 171 985
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF06/PC36 Plus Postage.
Descriptors-Art Education, Business Education, Career Awareness, Career Development, *Career Education, Career Exploration, Career Planning, Educational Objectives, English, Family Life Education, Fused Curriculum, *Learning Activities, *Lesson Plans, Mathematics Education, Music Education, *Program Development, Science Education, Senior High Schools, Sociology, Teacher Developed Materials, Vocational Education

This handbook contains 200 teacher-developed lessons which infuse the four career development components (self-awareness and -assessment, career awareness and exploration, career decision making, career planning and placement) of the Michigan Model of Career Education into the existing course content, emphasizing one or more of the career life roles (occupation, family, citizen, leisure). Lessons are provided for courses in eleven subject areas: art, business, English, family living, industrial education, mathematics, music, science, social studies, support services, and vocational education. Each lesson contains (1) a lesson objective, (2) original lesson student outcomes, (3) a career development subgoal, (4) a performance indicator objective, (5) career development student outcomes, (6) lesson activities, (7) evaluation activities, (8) time estimates, (9) a list of supplies/equipment, (10) suggested resources, and (11) a list of pre-planning tasks. (LRA)

ED 178 716 CE 022 643

Beamish, Eric And Others

Staff Development Services. Final Report, 1979.

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-New York State Education Dept., Albany.

Pub Date-79

Note-118p.; Figures 2A and 3 may not reproduce well due to shading

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Case Studies, Change Agents, College Administration, College Faculty, College Planning, Educational Innovation, Educational Practice, Faculty College Relationship, Federal Programs, Inservice Education, Inservice Teacher Education, *Junior Colleges, *Models, *Professional Development, Program Development, *Staff Improvement, Staff Role, *Staff Utilization

Two-year colleges' staff development practices are examined so as to highlight issues, concerns, and problems; outline possible solutions; and offer alternative models. A brief review of the topical literature opens the report, followed by discussion of the ``Change Agent Study'' (Rand Corporation's four-year study of federally funded programs to introduce innovative practices into schools). The study held ``successful change'' and ``staff development'' as essentially synonymous since the latter emphasizes learning for professionals as part of ongoing program building in an organizational context. To provide an idea of the range of current activities, the report describes five staff development programs at a sample of institutions representing different sizes, locations, and relative maturity. Researchers note that staff development within all five programs is faculty-oriented and all the college staffs recognize present efforts to be insufficient in meeting current needs, let alone responding to the future. The reports' last section discusses two popular conceptualizations of comprehensive staff development programs and their limitations before proceeding to outline preliminary designs for new models in concentric, spiral, and ``activity tree'' configurations. The authors expect the project eventually to yield a conceptual model for a comprehensive staff development program to serve all college staff. (CP)

ED 178 772 CE 023 303

Cordes, Sam M.

A Description and Analysis of Rising Health Care Expenditures. Extension Studies 77.

Pennsylvania State Univ., University Park. Cooperative Extension Service.
Spons Agency-Extension Service (DOA), Washington, D.C.
Pub Date-Dec 78
Note-83p.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cost Effectiveness, *Costs, *Economic Factors, Expenditures, Government Role, Health Insurance, *Health Services, Hospitals, Inflation (Economics)

Two concerns that underlie preoccupation with health care costs are that society may not be getting a reasonable return'' from increased expenditures and that the quantity of services per expenditure could be provided more cheaply. Concern arises because the market'' for health care deviates significantly from other free enterprise'' markets, it being the provider rather than the consumer who makes or helps make key decisions of what, when, and where to purchase services. Recent growth in expenditures, both per capita and as percentage of GNP, has been phenomenal, the largest share going to hospital care. Increased government financing and insurance payments have resulted in a decline of out-of-pocket expenditures (from 68% in 1950 to 30% in 1977), yet medical costs comprise the single most common cause of personal bankruptcies. Since Total Expenditures Price Per Unit x Number of Units Purchased, policies aimed at controlling one will not necessarily control the other, given such factors as increased demand due to growth in health insurance, including Medicare and Medicaid, and production costs resulting from the introduction of cost-enhancing technology. Lack of systematic policy coordination also hinders control. It is recommended, then, that policies to limit hospital expansion and to regulate rates be implemented in concert, along with review mechanisms to reduce inappropriate service utilization in combination with policies that lead to a relatively scarce supply of hospital beds. (CP)

ED 178 929 CS 205 275

Karp, Irvin

Statement of the Authors Guild, Inc.

Pub Date-Dec 78
Note-22p.; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978); For related documents, see CS 205 269-278
Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Authors, *Books, Consumer Protection, *Economics, *Federal Legislation, Freedom of Speech, Marketing, *Mergers, Paperback Books, *Publishing Industry
Identifiers-*Authors Guild, Clayton Act, Monopoly, Ownership

This paper is related to a similar statement presented at a Federal Trade Commission Symposium on Media Concentration. It was submitted by the Authors Guild to Senator Edward Kennedy's Subcommittee on Antitrust and Monopoly on May 10, 1978. It is one of several memoranda by the Guild opposing the acquisitions and mergers they feel have given conglomerates and large publishing companies increasing control over major lines of book publishing commerce. This statement discusses the following subjects: the antitrust law's prohibition on undue concentration in any relevant line of commerce within book publishing; conglomeration and concentration in book club/mail order publishing, in mass market paperback publishing, and in trade book publishing; the impact of this concentration on independent trade book publishers and authors and on the security of the First Amendment marketplace of ideas; and the effect of this concentration on the publishing industry's ability to fulfill its social and cultural responsibilities. (MKM)

ED 179 002 EA 011 961

Energy Management. The Best of ERIC on Educational Management, Number 47.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 79
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Building Design, *Building Improvement, Bus Transportation, Computer Oriented Programs, Conservation Education, Cost Effectiveness, *Energy Conservation, *Fuel Consumption, Operating Expenses, *School Buildings, *School Design, Solar Radiation, Student Transportation

The twelve items in this annotated bibliography on energy use in the schools are entries in the ERIC system. Most of the publications and articles cited highlight techniques for conserving energy in existing school buildings. Some publications center on building energy efficient schools. Other topics touched on include economy in school transportation, energy education, and solar energy. (JM)

ED 179 243 IR 008 011

Feingold, Karen E.

Library and Information Services for Improving Organizations and the Professions. A Discussion Guide.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Oct 79

Note-26p.; For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business, Government Role, *Information Needs, Information Science, Library Role, *Library Services, *Needs Assessment, Nonprofit Organizations, Policy Formation, Professional Associations, Professional Development

Identifiers-*White House Conference Library Info Services

This discussion guide on the conference theme, Library and Information Services for Improving Organizations and the Professions, focuses on the information needs of organizational and professional constituencies, including business. It is intended to serve as a guide for the discussion of issues raised in this theme area. Following a general introduction, background information is presented in each of the five discussion-topic sections, which in turn are subheaded with a variety of sample discussion alternatives. Types of organizations whose information needs are considered include product and service producers, e.g., businesses, utilities, farms, hospitals, and research organizations; mutual benefit associations, e.g., professional societies, labor unions, civic and philanthropic groups, advocacy groups, foundations (mostly nonprofit); and the professions, e.g., law, medicine, science, engineering, social work. While the information needs of special constituencies are treated in depth in Issue No. 3, the remaining sections address concerns of general interest to all three user groups. A 9-item bibliography and an abstract in Spanish are included. (Author/SW)

ED 178 734 CE 023 028

Mushkin, Selma J., Ed. Nollen, Stanley D., Ed.
Transition from School to Work: An Intercountry Study.
Georgetown Univ., Washington, D.C. Public Services Lab.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-1 Mar 79
Note-212p.; Not available in paper copy due to broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, Articulation (Program), *Continuous Learning, Cooperative Education, Education Work Relationship, Employment Opportunities, Employment Programs, Evaluation Methods, Federal Programs, *Information Needs, *National Programs, Postsecondary Education, Program Administration, *Program Evaluation, Program Planning, Skill Development, Unemployment, Vocational Adjustment, Work Experience Programs, Young Adults, *Youth Employment, Youth Programs
Identifiers-Europe, *School to Work Transition, United States

This volume reviews measures and programs recently undertaken by governments in several different countries to address youth unemployment and school-to-work transition. Focus is on studies of assessment methods and data needs (Part I) and recurrent education (Part 2). The first three studies emphasize the development of assessment methods. One suggests a general methodology for assessing cooperative education programs in the U.S. and offers specific guidelines; another gives information about the Work Experience Program in Britain and assessment criteria; a third uses economic and sociological inquiry to suggest expected outcomes of apprenticeship policies in France. Other studies report findings from recent surveys of programs: In one, the authors outline the goals and operation of part-time compulsory education in Holland; another examines off-the-job skill training for young school leavers as a link between schooling and life; several new Italian programs to improve school-to-work transition and reduce unemployment are described in a third; two Swedish programs, covered by the fourth study, offer employment subsidies for the hiring of young people to replace older employees during the latter's training periods. The first study in Part II asks why, in the light of fiscal, demographic, and labor force trends, there is so little recurrent education; the second presents data on further education'' in France and Germany and how this relates to the school-to-work transition.

ED 178 753 CE 023 190

Van Dusseldorp, Ralph A.

Experience Based Career Education Project. Annual Evaluation Report, 1978-1979.

Iowa Central Community College, Fort Dodge.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Research and Demonstration.

Pub Date-79

Grant-G07-76-00090-502

Note-50p.; The final page of the Student Information Questionnaire will not reproduce well due to small print; For related documents see ED 147 547 and ED 164 818

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Career Education, *Career Exploration, Employer Attitudes, *Experiential Learning, Field Experience Programs, Parent Attitudes, Program Effectiveness, *Program Evaluation, Senior High Schools, Student Attitudes, Student Experience

Identifiers-*Experience Based Career Education

This report describes the third-party evaluation of the third year of operation of the experience based career education (EBCE) project administered by Iowa Central Community College. The evaluation is based on examination of project records; interviews with staff, students, and resource persons; questionnaires completed by students, parents, and resource persons; and test data collected on students at the beginning and end of each semester. Among the findings of the evaluation was that growth of EBCE students measured by the Comprehensive Test and Basic Skills Test indicated the gain in mathematics concepts was statistically significant (.1 level) for both one-semester and full-year students. The gain in reading comprehension was also statistically significant for full-year students. Questionnaires completed by students when they finished their EBCE program indicated that 93% had an opportunity to observe and work at least at one job they felt they wanted to pursue. Results of the resource person questionnaire indicated that 92% of the resource persons felt that the program staff provided enough information to help direct student activities at the site. Almost all (94%) indicated that they would recommend participation in the program to another employer or resource person. (LRA)

ED 178 792 CG 013 899

Alternative Education Options.

Center for Action Research, Inc., Boulder, Colo.; Little (Arthur D.), Inc., Washington, D.C.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Jan 79
Contract-J-LEAA-013-77
Note-62p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Alternatives, Educational Experience, Elementary Secondary Education, Guides, *Program Development, Program Planning, *School Community Relationship, School Districts, *School Personnel, *Student School Relationship, Youth
Identifiers-*Florida

This guide deals with various areas of alternative education programs, including current practices and different options available to school and community personnel. Steps are outlined to assess present educational settings, design new programs, select the participants, and implement and evaluate the new program. The first appendix contains sources of information for citizen groups, teachers, administrators, school district personnel, staff members and school board members. Information is provided concerning alternatives education organizations, youth agency programs, national legislation, law enforcement assistance, and legislation to provide money to support public employment. The names, addresses, and phone numbers of contact persons are provided. The second appendix contains an annotated bibliography of references pertinent to the many facets of alternative education. (Author/BMW)

ED 178 815 CG 013 928

Rey, Barbara H.

A Need Based In-Service Training Workshop for the Clerical Staff of the State of Florida Health and Rehabilitative Services.

Pub Date-77

Note-51p.; Ed.D. Dissertation, Nova University, Florida

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Clerical Workers, Individual Characteristics, *Inservice Education, Inservice Programs, *Job Satisfaction, Models, Needs Assessment, Program Effectiveness, Program Evaluation, Promotion (Occupational), Rehabilitation Programs, *Self Evaluation, *Skill Development, *Training Techniques

Identifiers-Florida

The in-service training needs of first-level employees of the state health and rehabilitative clerical staff and the development and evaluation of an in-service training model workshop were investigated. Interviews were conducted with the first- and second-level supervisors to determine the needs of the clerical staff for in-service training, to determine what attributes on the job contribute to positive annual employee evaluation, and to determine qualities which contribute to promotion. The in-service training workshop required four hours and was repeated four times to accommodate the 88 participants; a workshop model was also developed with a manual to be used by the leader and each participant. The in-service training workshop served as a vehicle through which the clerical staff engaged in assertiveness training for the promotion interview, engaged in self-exploration, became aware of employee traits which are important on any job, and become aware of methodology of presenting themselves in a positive light through development of resume, goal setting, and workshop participation. The effectiveness of the in-service training workshop was determined by both objective and subjective evaluation. A Likert scale was used to measure the extent of agreement or disagreement with the statements of opinion regarding the workshop, the training and experience of the leader. The subjective evaluation consisted of each participant answering opinion questions. Most of the participants (95%) evaluated the workshop favorably. (Author)

ED 178 883 CS 005 119

Evaluation of Outcomes, 1977-78: An Evaluation System Report on Reading Programs and Reading Achievement; Part I A Summary.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date-Aug 79
Note-56p.; For related documents, see CS 004 752-753
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Education, *Program Evaluation, *Reading Achievement, *Reading Programs, *Reading Research, Research Methodology
Identifiers-*District of Columbia

This report presents results of analyses of factors affecting reading achievement of students in grades one through sex in District of Columbia schools as measured by the percentage of objectives mastered on the Prescriptive Reading Test (PRT) and by students' interest in reading for the year 1977-78. It also contains descriptive information about the students, classes, and reading programs for that year. In addition, it provides some brief comparisons with results obtained from analyses of data collected in 1975-76 and 1976-77 and offers conclusions and recommendations based on the three years of data and analyses. Changes across the years are noted and discussed. Appendixes contain data gathering instruments used in the study and a list of participant schools. (FL)

ED 178 907 CS 205 185

Bizzell, Patricia

Problems in Choosing a Theory of Basic Writing: Toward a Rhetoric of Scholarly Discourse.

Pub Date-Apr 79
Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Basic Skills, *Composition (Literary), *Educational Theories, *Language Styles, *Nonstandard Dialects, *Nontraditional Students, Social Attitudes, Standard Spoken Usage, *Writing Skills

This paper discusses some of the problems faced in working with competing theories of basic writing and suggests its own kind of theoretical analysis of nonstandard writing. A brief overview of basic writing theories is presented, and the theories are categorized into two approaches: a traditional approach of teaching by prescription in an authoritarian classroom atmosphere using William Strunk and E. B. White's The Elements of Style,'' and a nontraditional approach of teaching by practice with emphasis on the personal and the teacher as friend. The basic writing theory recommended in the paper suggests that students who use nonstandard English learn that the development in standard English of conventions of scholarly discourse was designed to legitimize knowledge, that access to these conventions has been limited by society and has kept nonstandard users powerless, and that mastery of these conventions is a political act. (AEA)

ED 178 054 CS 205 308

Woodworth, Sandra
Ask Them: Action Research in Teaching Writing.
New Hampshire Univ., Durham.; Portsmouth Public Schools, N.H.
Pub Date- 79
Note-17p.; University of New Hampshire/Portsmouth Teacher Corps Project, Cycle XII
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Action Research, *Composition (Literary), *Educational Research, English Instruction, Junior High Schools, *Self Evaluation, *Student Attitudes, *Writing Skills

One method developed by a teacher to help students improve their writing involved having the students analyze their skills based on a scale they themselves had created that described what a good writer should know or do. Having classified the skills mentioned by the students in a hierarchy from elemental to complex, the teacher evaluated the students based on what each thought were the most important skills. She found that her classification of students as advanced, average, or immature writers was related to the sophistication of their responses to the question about important skills for a writer to have. She used the hierarchy to create writing assignments appropriate to the skill level of each student. (The responses of each student to the questions used to form the scale are included in an appendix.) (TJ)

ED 178 979 CS 502 696

Daniels, Tom D. Whitman, Richard F.

The Effects of Message Structure, Required Recall Structure, and Receiver Apprehension Upon Recall of Message Information.

Pub Date- 79
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Anxiety, Connected Discourse, *Listening Comprehension, *Recall (Psychological), *Retention, *Sentence Structure, Speech Communication, Structural Analysis
Identifiers-*Communication Apprehension, *Communication Research

The effects of message structure, required recall structure, and receiver apprehension on the recall of message information were studied in a 2 x 2 x 2 factorial analysis of variance with fixed effects.

Subjects were 238 college students who scored either high or low in communication apprehension. A category clustering scheme was used to manipulate message structure and required recall structure. The results indicated an interaction between message structure and recall structure. Although neither of these two factors affected recall independently, message structure superiority was contingent upon recall structure. There also was an effect for receiver apprehension, with low apprehension receivers recalling more than high apprehension receivers. The hypothesized three-way interaction between message structure, recall structure, and receiver apprehension did not occur. (RL)

ED 179 024 EC 121 287

Hampel, Angelica Maloney, Patricia

Support Services for Exceptional Students: Alameda, Contra Costa, Napa, San Joaquin, and Solano Counties.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 78

Grant-G007702227

Note-95p.; See EC 121 264-272 for other California counties.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults, *Agencies, *Ancillary Services, Community Agencies (Public), *Exceptional Child Services, *Handicapped Children, Mainstreaming, Prevocational Education, Private Agencies, Resource Guides, Secondary Education, State Agencies, *State Programs, Vocational Directors, *Vocational Education, Vocational Rehabilitation

Identifiers-*California

Intended for use by vocational administrators responsible for mainstreaming handicapped students into vocational education classes, the resource guide lists and describes governmental and private agencies that provide vocational programs and support services for the handicapped on a local and statewide basis in the California counties of Alameda, Contra Costa, Napa, San Joaquin, and Solano. The agencies are presented alphabetically, grouped by counties, with a separate section for statewide agencies. A listing of agencies by relevant handicapping conditions is also provided. Under each agency is listed its name, its specific concern, the handicapped groups it serves, its intended users, the specific services it provides, its address, and any costs of its services. The agencies described provide the following types of vocational and support services: vocational testing and evaluation, vocational counseling, prevocational training, work adjustment, sheltered workshops, work activities, building and equipment adaptation, job placement and referral, independent living skills, information and referral, legal advice, diagnosis and evaluation, psychological services, physical therapy, speech therapy, occupational therapy, special aids and appliances, braille and tape transcription, mobility and orientation training, deaf interpreting, medical services, instructional materials, educational assessment, academic tutoring, and advocacy. (DLS)

ED 179 086 FL 010 583

Ornan, Uzzi

Generating and Transforming by a Computer without a Dictionary.

Pub Date-78
Note-13p.
Available from-University of Cambridge, Literary and Linguistic Computing Centre, Sidgwick Site, Cambridge CB3 9DA, England
Journal Cit-Association for Literary and Linguistic Computing Bulletin; v6 n3 p280-91 1978
Pub Type- Reports - Descriptive (141) - Journal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computational Linguistics, *Computer Assisted Instruction, Computer Programs, Educational Technology, *Generative Grammar, Grammar, *Hebrew, Information Processing, Language Patterns, *Language Processing, Linguistic Theory, Machine Translation, *Programing Languages, Second Language Learning, Sentence Structure, Syntax, Verbs

The ability of the computer to generate output not included in the input may be used for linguistic as well as for computational input. The ability to accept linguistic data and process it according to a certain program seems to be a promising field for investigation. Progress in this field may strengthen the assumption that the computer can be considered as a model for at least that part of the human brain that contains knowledge of language(s).'' If, for example, a program can be written for all inflected forms (in an inflectional language), when the input is an entry-word, the program will be stronger than any published conjugation chart. In programs for generating or transforming sentences, well-built sentences that have never before been heard or written may be generated without any restriction. Students may explore the field for themselves in an inductive way with the computer acting as a reliable informer.'' As an illustration of the preceding, two examples are given for the generating ability of the computer: inflection Hebrew verbs and the extra-position transformation of Hebrew sentences. An explanation is given for each example as well as charts printed by the computer. Programs such as these might be useful for students of foreign languages. It is suggested that they might also show how far a computer can help to formulate grammar. (AMH)

ED 179 108 FL 010 787

Basa, Eniko Molnar Nagy, Karoly

AHEA Statements on Foreign Language Education.

American Hungarian Educators' Association, Silver Spring, Md.
Pub Date-May 79
Note-31p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Area Studies, Bibliographies, Biculturalism, *Bilingual Education, Cultural Background, Culture Contact, Educational Policy, *Ethnic Groups, Folk Schools, *Hungarian, Instructional Materials, *International Education, International Studies, *Language Instruction, *Multicultural Education, Professional Associations
Identifiers-*American Hungarian Educators Association

Position statements and materials of the American Hungarian Educators' Association (AHEA) are presented. Contents are as follows: (1) statement to the President's Commission on Foreign Languages and International Studies: On the need to consider ethnic-oriented bilingual and multicultural education as a viable means of reaching greater language competency and international awareness (presented by Eniko Molnar Basa); (2) AHEA position on bilingual education; (3) AHEA position on multicultural education; (4) letter to the Commission from Judith Magyar, Secretary and Publication Editor of the American-Hungarian Folklore Centrum; (5) AHEA recommendations and comments to the President's Commission on Foreign Language and Area Studies; (6) Ethnic schools in the United States, A Case Study: Hungarian Schools; and (7) Bibliography: Materials on Bilingual and Bicultural Education. A bilingual person has command not only of the language but also of the cultural context of the two backgrounds. Thus the need to support the ethnic language and its speakers becomes a need to support multilingual skills. Multiculturalism is concerned with total cultural orientation rather than only language. International education is designed to transmit both language and cultural identity. (SW)

ED 179 145 **HE 011 960**

Boyd, Joseph D. Francis, Sybil E.
National Association of State Scholarship and Grant Programs 11th Annual Survey, 1979-80 Academic Year. State/Territory Funded Scholarship/Grant Programs to Undergraduate Students with Financial Need to Attend Public or Private Post-Secondary Educational Institutions.
National Association of State Scholarships and Grant Programs.
Pub Date-79
Note-79p.; Not available in paper copy due to marginal legibility of the original document
Available from-NASSGP Survey, c/o ISSC, 102 Wilmot Road, Deerfield, IL 60015 ($1.00)
Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Comparative Statistics, Educational Finance, *Grants, Higher Education, Need Analysis (Student Financial Aid), *Scholarships, *State Agencies, *State Aid, *Student Financial Aid
Identifiers-State Student Incentive Grants

State/territory funded scholarships and grant programs to undergraduate students with financial need are detailed in the 11th annual survey by the National Association of State Scholarship and Grant Programs (NASSGP). Historical data from 1969-1970, including dollar value awards in states with the largest programs, information on State Student Incentive Grants, a comparative report for 1978-1979 and 1979-1980, percentage of awards and dollars by sector by program, and placement of state responsibility for state administration of undergraduate scholarship grant need-based programs are among areas considered. Among other topics covered are a list by state of programs administered by respondents; lists of states assisting students who attend out-of-state institutions, who are enrolled half-time, and where students serve as advisory members. Lists are also included for states where awards are not limited to tuition and mandatory fees, the published deadlines for applications, and the frequency of appropriation decisions. Information on what decisions have been made to highlight the purpose of access and reasonable choice, and planned changes in programs and/or operations is also included. The 1979-1980 NASSGP directory is provided. (PHR)

ED 179 181 HE 012 018

Levine, Daniel U.

Attitudes of Graduating Pharmacy Students and Practicing Pharmacists.

Missouri Univ., Kansas City. Western Missouri Area Health Education Center.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date-Jun 79
Contract-232-78-0197
Note-42p.; For related documents, see HE 012 016-020
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Tests, College Students, Comparative Analysis, Factor Analysis, Health Services, Higher Education, *Job Satisfaction, Participant Satisfaction, *Pharmaceutical Education, *Pharmacists, Professional Education, *Questionnaires, *Student Attitudes
Identifiers-*University of Missouri Kansas City, Western Missouri Area Health Education Center

Attitudes of pharmacists and pharmacy students were measured by a 73-item questionnaire. Responses were obtained from 56 graduating seniors and 112 recent graduates of the School of Pharmacy of the University of Missouri at Kansas City. The two sets of responses enable comparison of the attitudes of graduating seniors after completion of a field-based externship and those of pharmacists who have been professional practitioners either two or three years. Factor analysis of the responses supported the construction of 11 scales measuring the following aspects of attitudes regarding pharmacy practice and preparation: pharmacy as a profession; patient medication records; over-the-counter drugs; Rx medications; patient-pharmacist relationships; physician-pharmacist relationships; management of a pharmacy; pharmacists' responsibilities for drug use; adequacy of preparation at the school of pharmacy; and school of pharmacy curriculum. All of the items had five response categories varying from strongly agree'' to strongly disagree.'' The results indicate that the two respondent groups generally share similar attitudes as measured by the questionnaire, and both groups tended to respond to items with answers considered to represent desirable'' attitudes. However, respondents indicated some uncertainty regarding their preparation for instituting new programs in a hospital pharmacy and for analyzing and changing managerial operations in a community pharmacy, and regarding the adequacy of the pharmacy curriculum. (SW)

ED 178 838 CG 013 951

Brantley, James R., Comp.
Alternatives to Institutionalization: A Definitive Bibliography.
Aspen Systems Corp., Germantown, Md.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-May 79
Contract-J-LEAA-023-77
Note-253p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00820-8)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Correctional Rehabilitation, *Corrective Institutions, *Criminals, *Delinquency, Educational Alternatives, Institutionalized Persons, Parole Officers, Prevention, Program Descriptions, Rehabilitation, *Rehabilitation Centers, *Rehabilitation Programs, Resource Materials

This bibliography catalogs all the literature in the National Criminals Justice Reference Service database on the topic of alternatives to institutionalization. The materials represented pertain to such diverse alternatives as juvenile training schools, pre-release centers, halfway houses, work-release programs, weekend sentencing, restitution, group and foster homes, community service orders, probation and parole. Additionally, materials on bail and release on recognizance are included when they serve as a means of avoiding incarceration. The citations are presented in alphabetical order by title. Author and subject indexes are appended to assist users. (Author)

ED 179 084 EC 122 174

Anderson, Stephen C. And Others
Texas Univ., Austin. School of Social Work.

Pub Date-79
Note-28p.; For related information, see EC 122 172-179 ; Best copy available
Available from-Resource Center on Child Abuse and Neglect, 2609 University, SWB 314, Austin, TX 78712 ($25.00 for printed materials only, $100.00 for entire package that includes printed and audio visual materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Abuse, Family Counseling, Family Problems, *Models, *Neglected Children, *Paraprofessional Personnel, Parent Education, Parent Participation, *Parent Workshops, *Program Development, Volunteers

Module 2 of a seven module package for child protective service workers explores various types of parent aide programs for abused and neglected children and their families. Four training activities address models of parent aide programs, organization analysis, and selection of the appropriate program model. Included are directions for using the media package and questions for discussion. (SBH)

ED 179 201 IR 007 862

Jensen, Larry Zelig, Mark
Analyzing Value Content in Television Programs.
Pub Date-79
Note-35p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Abstract Reasoning, Affective Behavior, Behavior Rating Scales, *Commercial Television, *Moral Issues, *Moral Values, *Programing (Broadcast), *Television Research

Four prime time television programs ``Charlie's Angels,'' ``Little House on the Prairie,'' ``Grizzly Adams,'' and ``Lou Grant'' were rated by university students for their portrayal of moral reasoning and values. Data were obtained from three episodes of each program by randomly assigning raters to one of two viewing groups, both of which used an adaption of Rokeach's system of instrumental and terminal values and a moral reasoning form based on the content categories of egoism, utilitarianism and deontology from Boyce and Jensen. Moral reasoning and value preferences are discussed within and between the programs. Between program differences are explained and trends apparent in the programs are discussed. (RAO)

ED 178 081 CE 018 802

Job Hunters' Guidebook Workshop Program. Instructors Manual.

Vermont State Dept. of Education, Montpelier.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Note-70p.; For related documents see ED 159 440 and CE 017 902
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Counseling, *Adult Education, Attitudes, Career Choice, Career Education, Career Planning, Decision Making Skills, *Group Counseling, Group Guidance, Job Search Methods, Learning, *Occupational Guidance, *Personal Values, Program Guides, Teaching Guides, Vocational Counseling, Work Attitudes, Workshops

Designed with the adult education instructor/supervisor in mind, this manual's purpose is to bring adult education courses into a career focus by providing a group guidance program. Divided into seven sessions, the program outlined in the manual aims to help individuals, with instructor or guidance counselor leadership, to clarify for themselves their values concerning (1) lifestyle; (2) what is wanted from work; (3) a practical definition of success; (4) how to make decisions with favorable outcomes; (5) making an inventory of skills, where these were learned and used; (6) desired working environment; (7) work options available to them; and (8) evaluation of personal options based on previous information. By means of exercises and homework assignments, the program is designed to lead participants to active engagement in career search and planning, covering topics that include resumes and cover letters, how to find hidden jobs,'' conducting a job search, and handling interviews. Appendixes provide alternative ideas, discussion of individual counseling, and reading lists for leaders and participants. (CP)

ED 178 699 CE 021 836

Criteria and Guidelines for Use of the Continuing Education Unit. Revised.

Pub Date-Apr 79

Note-43p.; Prepared by the Council on the Continuing Education Unit, Silver Spring, MD

Available from-Council on the Continuing Education Unit, 13000 Old Columbia Pike, Silver Spring, Maryland 20904 ($3.00; 10-24 copies, $2.50 each; 25 or more, $2.25 each)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education, *Continuing Education Units, *Credentials, *Credits, Criteria, Data Collection, Definitions, Guidelines, Noncredit Courses, Postsecondary Education, Professional Continuing Education, Student Certification, Units of Study, Vocational Retraining

In this booklet describing purposes and guidelines for use of the Continuing Education Unit (CEU), the Council on the CEU sets forth the case for the Unit's use and flexibility. Defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, the CEU was designed as a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education. A great variety of institutions and organizations may award the CEU, provided they meet administrative criteria as set forth in the booklet fairly rigorous calculation of contact hours, maintenance of permanent records, upholding or program quality and sponsor integrity, and adequate evaluation of program impact. Other guidelines are these: The student seeking CEU must complete the program, whether with formal, informal, or no actual performance evaluation; students recieve no CEU for such activities as High School Equivalency programs, meetings and conventions, academic credit programs, on-the-job training, and self-directed study. The booklet points out the potential for using CEU to accumulate data nationwide on continuing learning and education, and ends with three pages of questions and answers, a short history of the development of the CEU, and Council membership information. (CP)

ED 178 881 CS 005 072

Wolverton, Gary S.

The Acquisition of Visual Information During Fixations and Saccades in Reading.

Pub Date-Apr 79
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Eye Fixations, *Eye Movements, Higher Education, *Reading Comprehension, *Reading Processes, *Reading Research

To identify when visual information is acquired during reading, an experiment was designed in which rapid display changes were made contingent upon the state of the eye. This was accomplished by programing a computer to detect within a few milliseconds whether the eye is in a saccade or fixation. By then replacing a line of text with some other line for a 30 millisecond period during the saccade or at different times during the fixation it was hoped that it could be determined when the reader was sensitive to visual input from the text. The subjects were college undergraduates. The results showed that (1) little, if any, visual information is acquired during the saccade; (2) saccadic threshold elevation does not substantially reduce the acquisition of visual information during the early portion of the fixation; (3) visual information is being acquired throughout the fixation; (4) the kind of visual information being acquired may change over the course of the fixation; and (5) eye movements are under rather immediate control, responding to stimulus manipulations within the fixation where the manipulation occurs. (MKM)

ED 178 930 CS 205 278

Robinson, Michael J. Olszewski, Ray
The Economics of Book Publishing.

Pub Date-Dec 78
Note-52p.; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978); For related documents, see CS 205 269-278
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Authors, *Books, *Economic Research, *Economics, Federal Legislation, Freedom of Speech, *Marketing, Organization Size (Groups), *Paperback Books, *Publishing Industry, Research Needs

This is one of several papers presented at a Federal Trade Commission Symposium on Media Concentration. It provides a base for policy research on the economics of book publishing. The structure of the book production and distribution industry is described and some economic properties that distinguish it are identified. Aggregate industry trends are reviewed. Key policy issues are identified, and the role economic analysis can play in addressing these issues is discussed. An agenda for policy-relevant economic research on the book industry is outlined. Some of the elements identified as central to such research are: apply modeling techniques to the industry that assume many differentiated products with seller uncertainty about the composition of demand; search for possible economic efficiency bases for the current industry structure; investigate the factors that influence whether a book will be financially successful and examine whether particular participants benefit from their strategic position concerning those factors; and identify the economic costs of and workable strategies for promoting increased access where efficient markets and easy access to the marketplace of ideas'' are in conflict. (MKM)

ED 179 003 EA 011 987

Haddad, Wadi' D.
Educational Effects of Class Size. World Bank Staff Working Paper No. 280.
World Bank, Washington, D. C.
Pub Date-Jun 78
Note-22p.
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Classroom Environment, *Class Size, Cost Effectiveness, Elementary Secondary Education, *Small Classes, *Students

This paper discusses research studies concerning class size and its relation to academic achievement. It also explores whether educational benefits of smaller classes justify the additional cost and whether an optimum class size exists that maximizes educational benefits and cost effectiveness. Following a review of the literature, the paper concludes that an increase in class size does not necessarily lead to a decrease in level of academic achievement. Likewise, a decrease in class size does not guarantee an improvement in the social environment of learning. More important is what the teacher does with the opportunities provided by the size of the class. In the absence of a statistically established basis for an optimum class size, the paper says, decisions regarding this issue are bound by fiscal and curriculum policies and conditions. (Author/LD)

ED 170 042 EC 121 908

Vassar, William G., Ed.

Conn-Cept I: Practical Suggestions for Gifted and Talented Program Development. A Primer on Program Development for the Gifted and Talented.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date-79

Note-148p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Definitions, Elementary Secondary Education, *Gifted, Inservice Teacher Education, *Program Development, *Program Evaluation, Program Planning, *State Programs, *Talented Students, *Talent Identification

Identifiers-*Connecticut, Gifted Handicapped

The booklet is designed to provide professional and lay personnel with guidelines for designing and developing programs and services for gifted and talented students in Connecticut. Author contributed chapters address programing, identification, and evaluation. Entries include the following titles and authors What Makes Giftedness? Reexamining a Definition'' by J. Renzulli; Designing, Developing and Implementing a Program for the Gifted and Talented'' by W. Vassar; Developing Defensible Programs for the Gifted and Talented'' by J. Renzulli and L. Smith; Another Perspective on Identification Using the Baldwin Identification Matrix'' by A. Baldwin; Two Approaches to Identification of Gifted Students'' by J. Renzulli and L. Smith; Identification of Creative Talent Potential among the Handicapped'' by E. Talada; Conduct Evaluation Activities: What Measures Success?'' by M. Humphrey; Instructional Management Systems: A Model for Organizing and Developing Inservice Training Workshops (Applications for Trainers of Teachers of the Gifted and Talented)'' by J. Renzulli; and The State of Connecticut Clearinghouse for Gifted and Talented: An Overview'' by J. Blanning. (SBH)

Cleveland, Harlan

Seven Everyday Collisions in American Higher Education. ICED Occasional Paper Number 9.

International Council for Educational Development, New York, N.Y.
Pub Date-74
Note-34p.
Available from-International Council for Educational Development, 680 Fifth Avenue, New York, NY 10019
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Admission Criteria, College Administration, College Faculty, *College Planning, *College Role, College Students, Decision Making, *Educational Accountability, Educational Objectives, *Educational Trends, *Higher Education, Public Support, School Community Relationship

Seven conflicts of purpose or procedure in the American higher education system are presented. It is argued that increasing concern for access has resulted in a new rivalry between proponents of open admissions and selective admissions, the ambitious versus the accepted. Whether the college should be designed for the student's self-fulfillment or to fulfill society's need for manpower is identified as a second conflict, as is that of methodology versus values. Other issues include: concern of the local community about the usefulness of the education paid for with tax dollars; accountability from without or within (since financial constraints have ended the era of insularity in colleges, the public now expects to participate in campus decision-making); the tendency of rights (e.g., student rights, academic tenure) to produce conflict; and the need for public participation in important decisions and the need to get the decisions made. (PHR)

ED 179 223 IR 007 886

Schrader, Alvin M.

Report on the Library Services Study of April 10, 1979 at the City of Brampton Public Library and Art Gallery.

Pub Date-Jun 79

Note-289p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Arts Centers, *Comparative Analysis, Library Administration, Library Circulation, Library Facilities, *Library Services, *Public Libraries, Statistical Analysis, Statistical Data, *User Satisfaction (Information), Use Studies

Identifiers-*Canada (Ontario)

The quality and success of library services to users at the City of Brampton Public Library and Art Gallery, Ontario, Canada, were investigated through a series of questionnaires, statistical data analyses, and comparisons with past use studies of this and other public libraries. The study utilized the operational methodology outlined by Altman in A Data Gathering and Instructional Manual for Performance Measures in Public Libraries'' with substantial refinements and adaptations to the Brampton situation. Data regarding patron characteristics, in-library use of materials, equipment and facilities, circulation, and staff interactions were collected on questionnaires and recorded on data gathering forms. Findings of the spring 1979 self-study provided a basis for comparative analysis with an earlier summer 1978 study and allowed for refinement of data collection techniques and operational methodology. These related to the system only; a more detailed analysis by branch, along with comparison with 1978 findings, yielded further insight into user satisfaction and user activity. Additional comparisons of use studies concerning libraries of comparable size to Brampton, and the present study revealed contrasting patterns of library use. Recommendations are presented in light of these findings, and data tables and questionnaires are appended. (CWM)

ED 178 717 CE 022 740

Probst, George Meredith, Dwight

Establishing the Basis for a Multi-Purpose Local Labor Market Information System: Assessment of User Need and Data Availability. Final Report.

North Carolina State Dept. of Administration, Raleigh.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Grant-G007702137
Note-325p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Data Analysis, Data Collection, Employment Opportunities, Employment Patterns, Employment Statistics, Employment Trends, *Information Needs, *Information Sources, Information Systems, Job Market, *Labor Market, Labor Supply, Manpower Needs, *Needs Assessment, Occupational Information, *Occupational Surveys, Planning, Policy Formation, *State Agencies, Statewide Planning, Systems Development, Tables (Data)

To develop a coordinated interagency effort to improve North Carolina citizen access to employment opportunities, a statewide assessment was conducted of the availability and need for local labor market information in 1977-1978. Need and availability was assessed across five state agencies Vocational Education, Community Colleges, CETA (Comprehensive Employment and Training Act programs), Vocational Rehabilitation, and Employment Security at both state and local agency offices by the new instrumentation created for this study. Results obtained made it possible to prioritize twenty-four data categories according to their relative importance to various agencies. These categories covered various demand and supply aspects of market information, such as employment patterns, turnover statistics, vacancies, characteristics of employed and unemployed or discouraged workers, education and training program characteristics, etc. A catalog of data holdings broken out by these categories and by specific data elements across agencies was then established, there being a match between available data documentation and informational needs identified. The study served as a catalyst to initiate a concerted approach to occupational information data needs and to implement the logical first step in developing a Multi-Purpose Occupational Information System capable of providing for the policy planning needs of public and private administrators and individual citizens' career decision needs. (The report includes a 32-page executive summary of data categories, 50-page needs assessment questionnaire, the catalog of data holdings, and 150 pages of tables analyzing agency information needs.) (CP)

ED 178 773 CE 023 309

NOICC - Related Activities: A Review of Federal Programs.

Ventura County Superintendent of Schools, Calif.
Spons Agency-California State Dept. of Education, Sacramento.; National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Jul 79
Note-297p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00380-7)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Federal Government, *Federal Programs, Government Publications, *Occupational Information, Occupational Surveys, Program Descriptions
Identifiers-Bureau Labor Statistics, Employment Training Administration, National Center Education Statistics, Office of Education, United States

This report represents part of a study undertaken to identify all federal agencies and organizations that (1) have missions in the areas of education, training, or the development or utilization of human resources or (2) collect, analyze, or publish data related to occupational supply and demand. The first part of the report describes programs within the four National Occupational Information Coordinating Committee (NOICC) signatory agencies: Bureau of Labor Statistics, Employment and Training Administration, National Center for Education Statistics, and the Office of Education. Information given for each program within these agencies includes the program name and description, enabling authority, coding structure, principle users, publications, and a contact person. The second part of the report presents an alphabetical listing of non-signatory agencies and organizations. Descriptions in this section are synopses of general office activities and do not describe specific program or service activities within the Department of Health, Education, and Welfare. A final section provides a diagram of the NOICC signatory agencies and component programs, contact lists for signatory and non-signatory agencies, and an index that provides page references for department, program, and general information items. (LRA)

Anderson, Patricia S. And Others
Family Crisis Intervention Program. Clark County, Washington.
National Office for Social Responsibility, Arlington, Va.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-79
Contract-J-LEAA-008-77
Note-32p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adolescents, Child Advocacy, *Community Involvement, *Counseling, Crisis Therapy, *Family Involvement, *Intervention, *Juvenile Courts, Models, State Legislation, Volunteer Training, *Youth Problems
Identifiers-*Status Offenders

This guide documents cost effective methods of providing community-based alternative court intervention services to youth. The service program was designed to assist adolescent status offenders and their families in resolving the underlying problems which bring the youths to the attention of the juvenile system. A Family Crisis Intervention Center is described which focuses on family crisis intervention, the volunteer staff qualifications, recruitments and training, client intake, therapy session procedures and management information for adapting the model. Appendices provide an organization flow chart, complete job description qualifications, contact person information, and case study examples. Although the model was designed to be geograhpically specific, it can serve as a model elsewhere. (Author/BMW)

ED 178 884 CS 005 120

Starling, Betty R.

Linguistic Cohesion and the Reading Process: A Review of Research.

Pub Date-Nov 79
Note-15p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discourse Analysis, *Literature Reviews, Readability, *Reading Processes, *Reading Research, *Research Needs, Sentence Structure, Structural Grammar, Syntax
Identifiers-*Cohesion

A review of research reveals that, although several reading researchers recognize the significance of grammatical complexity beyond the sentence in reading comprehension, little research exists in this area of grammatical interrelationships among sentences. The first step toward an understanding of grammatical complexity beyond the sentence is for reading researchers to specify elements within this linguistic phenomenon so that formalized rules can be established to govern the text-forming process. M. A. K. Halliday and Ruqaiya Hasan have provided such a first step with their explanation of cohesion, the relations in meaning that are achieved by references of certain lexical and grammatical elements to other elements across the sentences in discourse. Additionally, there is a need to determine how skilled writers use cohesive features in prose of various aims and modes. With further identification of models of performance, future research can determine how cohesive features affect first and second language speakers' comprehension of English, the differences in comprehension that occur for implicitly and explicitly stated content, and how attention to cohesive features can be used to measure readability. (RL)

Schlawin, Sheila A. And Others

Teaching Writing Right.

Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.; New York State Education Dept., Albany. Bureau of English Education.
Spons Agency-New York State Education Dept., Albany. Bureau of Reading Education.
Pub Date-79
Note-71p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Composition (Literary), *Curriculum Development, Elementary Secondary Education, *Learning Activities, Program Development, *Student Improvement, Summer Workshops, Teaching Guides, *Teaching Techniques, *Writing Skills

Produced by the participants at a summer curriculum development workshop, this booklet has a threefold purpose: to help educators in analyzing both the process and product of student writing to find ways of improving that writing, to provide activities for generating more and better student writing and for encouraging students to revise and edit more carefully, and to aid in the development of kindergarten through grade 12 writing programs. (FL)

ED 178 980 CS 502 697

Krannich, Caryl Rae

Some Effects of Prior Attitude, Language Intensity, and Mode of Presentation on Distortion of Persuasive Communication.

Pub Date-Apr 79
Note-23p.; Study prepared at Old Dominion University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, Higher Education, *Intermode Differences, Language Styles, *Media Selection, *Persuasive Discourse, *Recall (Psychological), Research, *Retention, Speech Communication, *Stimulus Behavior
Identifiers-Communication Research

Ten college classes of speech communication students were used to examine the relationships among prior attitude, mode of presentation, and distortion of a high intensity (positive) persuasive communication. Three classes heard messages while four classes read messages. The remaining three classes were not exposed to messages and served as a control group. All the students completed cloze tests for message recall and an attitude scale of their feelings toward the statements one week after the messages were presented. Significant differences appeared between the control group and each of the experimental groups, with the control group distorting the messages to a significantly greater extent than either the written or oral groups. The results also indicated significantly greater distortion in the oral channel than in the written channel, and a significant difference in recall within the written channel between subjects in moderate agreement and those expressing strong agreement with the statements. (RL)

ED 179 085 EC 122 175

Anderson, Stephen C. And Others
Texas Univ., Austin. School of Social Work.
Pub Date-79
Note-39p.; For related information, see EC 122 172-179 ; Best copy available
Available from-Resource Center on Child Abuse and Neglect, 2609 University, SWB 314, Austin, TX 78712 ($25.00 for printed materials only, $100.00 for entire package that includes printed and audio visual materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Abuse, Family Counseling, Family Problems, *Fund Raising, *Neglected Children, *Organization, *Paraprofessional Personnel, Parent Education, Parent Participation, *Parent Workshops, *Program Development, Volunteers

Module 3 of a seven module package for child protective service workers describes staffing and funding of parent aide programs for abused and neglected children and their families. Seven activities are geared toward development of an organization chart and job descriptions, completion of a budget estimate, and learning about sources of funding from the three other programs. Included are directions for using the media package and questions for discussion. (SBH)

ED 179 202 IR 007 864

BISA/Bibliographic Information on Southeast Asia.
Sydney Univ. (Australia).
Pub Date-Mar 79
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bibliographic Citations, Cataloging, *Data Bases, Foreign Countries, Information Sources, Library Collections, Objectives, *On Line Systems, Program Proposals
Identifiers-*Asia (Southeast), *Australia

This document outlines the Bibliographic Information on Southeast Asia data bases (BISA), a project that has been established to provide greater access to and utilization of Australian library resources on Southeast Asia. The nine sections of the report cover BISA's objectives; the project's justification, which considers Australian holdings, Australian bibliographic control, and the area coverage; the potential users of BISA; the material available for the data base aspects of retrospective conversion and ongoing data base development; the technical aspects of BISA; the bibliographic aspects of BISA; proposals for retrospective conversion, which include estimates on staff needed and a proposed budget; and a conclusion. (JD)

ED 179 244 IR 008 012

Gunter, Jonathan F.

Library and Information Services for Increasing International Understanding and Cooperation. A Discussion Guide.

National Commission on Libraries and Information Science, Washington, D.C.

Pub Date-Oct 79

Note-29p.; For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Bases, Developing Nations, *Futures (of Society), *Information Needs, Information Science, *International Relations, *National Programs, Needs Assessment, *Policy Formation, Privacy, Resource Allocations, Technological Advancement

Identifiers-Resource Sharing, *White House Conference Library Info Services

This discussion guide on the conference theme, Library and Information Services for Increasing International Understanding and Cooperation, reviews changes in information technology, the international politics of information, and the U.S. role as both technological leader and proponent of the free flow of information'' which call for a thorough reevaluation of U.S. foreign policies in information, and outlines five related issues for discussion by delegates. Background information is provided in each of the discussion-topic sections, which in turn are subheaded with sample discussion topics. The five issues address (1) the need of Americans for information from abroad, the need of other peoples for new types of U.S. information, and how these needs can be met; (2) the best way to develop comprehensive and well-articulated policies and procedures for sharing U.S. information; (3) the balance between the goal of broader information flow and the rights of private corporations and nation-states to control information they generate; (4) the desirability of reducing the underlying international imbalance in the ability to create and to disseminate information; and (5) how the U.S. can help developing countries meet their information and communication needs. A brief summary statement and an abstract in Spanish are included. (SW)

ED 178 735 CE 023 030

Assessment of State Plans for Career Education. Final Report.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
Pub Date-31 Jul 79
Contract-300-78-0249
Note-149p.; Some appendix pages will not reproduce well due to small print; For a related document see CE 023 031
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Education, *Compliance (Legal), Educational Legislation, Evaluation Criteria, *Federal Legislation, Federal Regulation, Federal State Relationship, Guidelines, *Statewide Planning
Identifiers-*Career Education Incentive Act, *Education Amendments 1974

A study was conducted to provide for each state submitting a state plan for career education to the Office of Career Education (OCE) a written assessment of the degree to which the plan complied with the requirements of Public Law 93-380. These assessments were intended to furnish direction to the states for revision and refinement of their plans. The first task was to develop criteria for evaluating the state plans. Another project task was to conduct site visits to six state education agencies to learn about problems encountered and solutions attempted during development of state plans. Thirty-eight project reports submitted with state plans for career education to OCE were then analyzed to identify problems and solutions reported by the states in the development of their plans. State Career Education Coordinators were contacted to determine states' readiness for implementation of state plans. Finally, guidelines for state plan compliance with Public Law 95-207 were developed along with a model for refining state plans. (A companion document contains the model for refining state plans.) (BM)

ED 178 908 CS 205 201

Hartwell, Patrick

Dialect Interference'' in Writing: A Critical View.

Pub Date-Apr 79

Note-55p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Black Dialects, *Composition (Literary), Higher Education, *Interference (Language Learning), *Nonstandard Dialects, Reading Processes, *Reading Skills, Spelling, Teaching Methods, *Writing Skills, Written Language

Arguing that dialect interference in writing does not exist, this paper contends that pedagogies for teaching writing skills to native speakers of English that assume such interference are wrong. It examines arguments and evidence that support the notion of dialect interference in writing, offers counter evidence, and explores an alternative explanation for apparent dialect interference. It analyzes positions and evidence used by others to establish the existence of dialect interference, including: the common sense argument, the necessary precondition argument, the second language learning analogy, and the dialect interference in reading argument. The counter explanation offered in this paper is that apparent dialect interference in writing reveals partial or imperfect mastery of a neural coding system (the print code) that underlies both reading and writing. The implication of this analysis is that writing instruction for all students ought to be broadly rhetorical, stressing voice, audience, and purpose, rather than narrowly grammatical, stressing surface detail and its presumed connection with a spoken standard. (MKM)

ED 179 004 EA 011 988

Heyneman, Stephen P. And Others

Textbooks and Achievement: What We Know. World Bank Staff Working Paper No. 298.

World Bank, Washington, D. C.

Pub Date-Oct 78

Note-43p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Case Studies, *Foreign Countries, Statistical Studies, *Textbooks

Identifiers-Chile, Thailand

This paper reviews studies from twelve less-industrialized countries on the relationship between textbook availability and academic achievement. The studies included a variety of measures, methodologies, and reporting procedures and focused on different achievement indicators, for example, math, science, reading, and language. The paper points out the differences in the way these studies were designed and the way the data were analyzed. It concludes that the availability of books appears to be the most consistent school factor in predicting academic achievement. It is positive in 15 of the 18 statistics (83 percent). The paper suggests four areas for future research and evaluation: (1) analysis of existing sets of survey information, (2) collection of new data from intervention experiments, (3) studies of book production and use in classrooms, and (4) exploration of questions on distribution, equity, and costs. (Author/LD)

ED 179 025 EC 121 268

Hampel, Angelica And Others

Support Services for Exceptional Students: Orange, Riverside, and San Bernardino Counties.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Grant-G007702227
Note-94p.; See EC 121 264-272 for other California counties.
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adults, *Agencies, *Ancillary Services, Community Agencies (Public), *Exceptional Child Services, *Handicapped Children, Mainstreaming, Prevocational Education, Private Agencies, Resource Guides, Secondary Education, State Agencies, *State Programs, Vocational Directors, *Vocational Education, Vocational Rehabilitation
Identifiers-*California

Intended for use by vocational adminstrators responsible for mainstreaming handicapped students into vocational education classes, the resource guide lists and describes governmental and private agencies that provide vocational programs and support services for the handicapped on a local and statewide basis in the California counties of Orange, Riverside, and San Bernardino. The agencies are presented alphabetically, grouped by counties, with a separate section for statewide agencies. A listing of agencies by relevant handicapping conditions is also provided. Under each agency is listed its name, its specific concern, the handicapped groups it serves, its intended users, the specific services it provides, its address, and any costs of its services. The agencies described provide the following types of vocational and support services: vocational testing and evaluation, vocational counseling, prevocational training, work adjustment, sheltered workshops, work activities, building and equipment adaptation, job placement and referral, independent living skills, information and referral, legal advice, diagnosis and evaluation, psychological services, physical therapy, speech therapy, occupational therapy, special aids and appliances, braille and tape transcription, mobility and orientation training, deaf interpreting, medical services, instructional materials, educational assessment, academic tutoring, and advocacy. (DLS)

Mackey, William F.

Le bilinguisme canadien: bibliographie analytique et guide du chercheur (Canadian Bilingualism: Analytical Bibliography and Research Guide).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-78
Note-622p.
Language-French
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Bilingualism, Cultural Context, *Cultural Pluralism, Demography, Economic Factors, Educational Policy, *English, Ethnic Relations, *French, Geography, Glossaries, Human Geography, Language Attitudes, Language Planning, Language Research, Language Role, Legal Problems, Legislation, *Official Languages, Political Influences, Psycholinguistics, Psychological Needs, *Public Policy, Social History, Social Influences, Sociolinguistics
Identifiers-*Canada

This bibliography on Canadian bilingualism includes a very large number of useful resources, including newspaper articles. Each chapter has two sections: an introduction presenting the problems related to the particular topic of the chapter, and a bibliographic section. A general introduction defines the object of the research and presents the main problems related to each of the fourteen categories of the bibliography. The bibliography is divided according to the following schema: (1) historical studies; (2) linguistic demography; (3) political solutions; (4) economic factors; (5) legal problems; (6) the language of administration; (7) languages and education; (8) the social dimension; (9) analysis and normalization of languages; (10) the geographic aspect; (11) psychological factors; (12) the cultural context; (13) ethnic relations; and (14) official investigations and documents. A glossary of linguistic terminology and four legal documents are appended. The latter include the law concerning the status of official languages in Canada, the official language act, the law on official languages in New Brunswick, and the French language charter of Quebec. (AMH)

ED 179 146 HE 011 964

McClain, Ruth Stellatella

The Rationale and Strategy for Serving Mature Women Returning to Higher Education.

Pub Date-3 Jun 77
Note-121p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Access to Education, *Adult Students, *Career Development, *Community Colleges, Continuous Learning, *Enrollment Trends, Equal Opportunities (Jobs), *Females, Higher Education, Salary Differentials, Sex Discrimination, *Womens Education, Womens Studies, Working Women
Identifiers-Employed Women, *Reentry Students, Reentry Workers

Past, present, and future perspectives for mature women who are returning to postsecondary education are examined. It is suggested that women from all socioeconomic levels are returning to college to receive more education for self-fulfillment and for eventual marketable skills. Part I explores the characteristics of this population, discusses women in the labor market, and examines future educational and occupational implications. Also examined are the traditional and discriminatory attitudes toward women's roles that have limited access to higher education. National and local enrollment trends of returning adult women students are examined in Part II. The data indicate that adult women are becoming a substantial part of the total higher education population. The importance of adequate career development programs for women is discussed in Part III. A basic counseling model and a career development model built on its structure were used as criteria for evaluating 16 career development programs. Each evaluation includes critical comments and an overall judgment. Part IV examines why adult women should be given special attention and suggests a program for community colleges that would provide access for adult women. A five-phased treatment plan is explained that involves following the student through two years of college and providing a career development program. High quality, low cost, and program variety are discussed as factors that make the community college a desireable setting for the mature woman returning to higher education. (SF)

ED 179 163 HE 011 990

Fox, Mary Frank

Sex, Income, and Achievement: Reward-Dualism in Academia.

Pub Date-Oct 79
Note-52p.; Expanded version of a paper presented at the Annual Meeting of the American Sociological Association (Boston, MA, August 1979)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Academic Rank (Professional), Administrative Personnel, *College Faculty, Compensation (Remuneration), Educational Research, Educational Status Comparison, Evaluation Criteria, Faculty Evaluation, *Faculty Promotion, Females, Higher Education, *Income, Professional Personnel, Professional Recognition, Rewards, *Sex Discrimination, *Success Factors

A report is presented on an analysis of sex factors in academic income variation as determined by achieved, ascribed, and university location characteristics. The study group consisted of 5450 individuals at a major midwestern university as of June 1971. The subjects included 4541 men and 908 women research assistants and associates, deans and vice presidents, editors, project directors, consultants, curators, and faculty. Findings demonstrate that achievements are the dominant income-determining variable for both sexes, but women's payment rates are lower and less subject to the variation of race, citizenship, and internal location; and that the ascribed and location characteristics also have sex-separate effects. It is concluded that while an achievement value governs reward, a universal sex standard does not. The achievement ideology operates, but it is practiced under sex separate standards and therefore academic income forms a dual reward structure. It is explained that sex work separation, and the normative structure of science, are among the mechanisms permitting and promoting the dual income structure. Extensive tables are included. (Author/PHR)

ED 179 182 HE 012 019

Mares, Kenneth R. And Others

1979 Evaluation of the UMKC School of Pharmacy Externship Program.

Missouri Univ., Kansas City. Western Missouri Area Health Education Center.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date-Sep 79

Contract-232-78-0197

Note-81p.; For related documents, see HE 016-020; Tables may not reproduce well

Pub Type- Reports - Research (143) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Attitude Tests, *Clinical Experience, College Students, Higher Education, *Internship Programs, *Pharmaceutical Education, *Pharmacists, Practicum Supervision, Professional Education, Program Evaluation, Questionnaires, *Student Attitudes, Student Experience

Identifiers-*University of Missouri Kansas City, Western Missouri Area Health Education Center

The externship program of the School of Pharmacy of the University of Missouri at Kansas City was evaluated. Both the teaching associate pharmacist and the extern were asked to complete externship evaluation questionnaires at the end of the training. The externships were divided into two groups for analysis of the evaluation questionnaires: those served in hospital pharmacies and those served in community pharmacies. Data indicate that the School of Pharmacy attained its participation goals with respect to the externship program and that both the externs and the teaching associates were generally positive about the value of the experience and the performance of the students. Data also are presented describing students' pre-externship and post-externship responses to a 73-item attitude questionnaire. Student responses generally were in the positive or desirable direction both before and after the externship, and the externship contributed to an enhanced perception among students that they had been well prepared for the practice of pharmacy. Student and teaching associate open-ended comments on the questionnaires as well as interviews indicated that many of the students felt the teaching associates went out of their way to provide a wide range of beneficial learning experiences. (SW)

An Annotated Bibliography of Resources for Eliminating Sex Bias and Role Stereotyping in Vocational Education.

Georgia State Dept. of Education, Atlanta. Office of State Schools and Special Services.

Pub Date-79

Note-79p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Annotated Bibliographies, Audiovisual Aids, Curriculum Development, Educational Legislation, *Nondiscriminatory Education, Nontraditional Occupations, Occupational Information, Parent Participation, Program Improvement, *Resource Materials, *Sex Fairness, Sex Stereotypes, Statistical Data, Teacher Education, *Vocational Counseling, *Vocational Education, Working Women

Developed to aid vocational educators and counselors in securing resources for eliminating sex bias and role stereotyping, this bibliography contains references organized by the following topics: sex role stereotyping; textbook-curriculum bias; women in the labor force; careers and occupations; males in nontraditional roles; vocational education resources; guidance and counseling resources; parental involvement; in-service equity training materials; teacher resources; legislation; statistics; current resources (journals and newsletters); current resources (organizations and agencies); and audio-visual materials available for loan to school systems. Wherever possible, the references have been annotated. (BM)

ED 178 810 CG 013 927

Barrett, Carol J. Beresford, Jody M.

Determinants of Widows' Attitudes Toward Women.

Pub Date-19 Nov 78

Note-19p.; Paper presented at the Conference of the Gerontological Society (31st, Dallas, Texas, November 16-20, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Discriminatory Attitudes (Social), *Females, Individual Characteristics, *Marital Status, *Reactive Behavior, Role Conflict, *Social Attitudes, *Widowed

The determinants of widows' attitudes toward women were investigated, using social and personality variables known to discriminate attitudes in other marital status groups as well as variables reflecting the unique experiences of widowhood. The subjects were 118 urban widows, aged 29-78. Over 40 potential attitude predictors were assessed in relation to Gump's sex role inventory and Spence & Helmreich's Attitudes Toward Women Scale. Results indicated that feminist attitudes occur most consistently among widows who are professionals, who live with someone else, who date, whose recreational interests change after the husband's death, who recall relatively unhappy marriages, who are dissatisfied with life, and who discount the importance of religion. (Author)

ED 178 839 CG 013 952

Ketterman, Thomas, Comp.
Directory of Criminal Justice Information Sources. Third Edition.
Aspen Systems Corp., Germantown, Md.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-May 79
Contract-J-LEAA-023-77
Note-166p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00821-6)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Agencies, *Crime, *Information Services, *Information Sources, *Justice, *Law Enforcement, Police

This directory, based on a survey of 149 responding criminal justice agencies, provides information on each agency including the following: address and phone number, founding date, contact person, activity areas, costs, user restrictions, information services and resources, and publications. The organizations are listed in alphabetical order, and an index by criminal justice speciality is provided to assist users. (Author/HLM)

ED 179 087 FL 010 584

Huot, France

Difficultes phonetiques de l'acquisition du francais langue seconde (Phonetic Difficulties in the Learning of French as a Second Language).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-78
Note-80p.; Appendix II has been deleted because sonograms will not reproduce in microfiche
Language-French
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Consonants, Elementary Education, *Error Analysis (Language), *French, *Immersion Programs, Interference (Language Learning), Language Instruction, *Language Processing, Language Research, Linguistic Difficulty (Inherent), Phonetic Analysis, *Phonetics, Phonology, *Second Language Learning, Suprasegmentals, Vowels

The goal of this study is to discover the phonetic difficulties encountered in the acquisition of French as a second language by English-speaking children. The children are studying French in a total immersion situation without benefit of structural exercises or special French language laboratory classes. Of particular interest here is the extent to which the difficulties of English-speaking children are due to characteristics proper to French, to interference from English, or to the conditions under which they were learning French. To this end, ten subjects, 12 years of age, made three recordings each. The recorded data covered the following areas: (1) a three-minute conversation in which the subject spoke about film he or she had seen the previous day; (2) repetition of model sentences chosen for their phonetic difficulties; and (3) reading and writing of these same sentences by each student. Isolation and classification of the errors was done so that their nature, frequency, and level could be analyzed. From this analysis, the six phenomena studied here were isolated: (1) opening of high voewls; (2) devoicing of oral consonants; (3) the affrication of unvoiced occlusives; (4) variation of tone and retarding of nasalization; (5) liaison and elision; and (6) accentuation. (Author/AMH)

ED 178 082 CE 019 277

Stenner, A. Jackson And Others
Technical Assistance in Evaluating Career Education Projects. Final Report. Volume I: Summary Volume.
NTS Research Corp., Durham, N.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Contract-300-76-0312
Note-88p.; For related documents see CE 019 278-281
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Education, Elementary Secondary Education, *Evaluation, *Evaluation Methods, Field Studies, Formative Evaluation, Measurement Instruments, *Models, *Policy, Program Development, Sampling, Summative Evaluation, *Technical Assistance

This document contains the first of five volumes reporting the activities and results of a career education evaluation project conducted to accomplish the following two objectives: (1) to improve the quality of evaluations by career education projects funded by the United States Office of Career Education (OCE) through the provision of technical assistance to fifteen of these projects; and (2) to identify, as a result of this technical assistance effort, a field tested model which can be used by other career education projects funded by OCE in future evaluation efforts. This volume contains highlights of the design and results and is divided into five chapters. Chapter 1 presents an introduction which provides background information and explains career education concepts and principles. Chapter 2 provides an overview of the evaluation methodology, and chapter 3 explains the implementation and process of career education. Chapter 4 describes the outcomes of career education, which were determined by three complementary evaluation models. Finally, chapter 5 provides a summary of the analysis of key policy issues and recommendations. A glossary and bibliography are appended. (BM)

ED 178 862 CS 005 087

Drummond, Don, Ed. Wignell, Edna, Ed.
Reading: A Source Book.
Pub Date-79
Note-205p.
Available from-Heinemann Educational Books, Inc., 4 Front St., Exeter, NH 03833 ($11.50 paper)
Pub Type- Books (010) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Beginning Reading, Elementary Education, Independent Reading, Individualized Reading, Phonics, Reading Comprehension, *Reading Instruction, *Reading Materials, Reading Material Selection, Reading Programs, *Reading Readiness, Reading Research, *Reading Tests, Resource Materials, Testing

Offered as a guide to the teaching of reading and the development of reading skills, this publication provides information on assessment, teaching methods, and published resource materials and is directed to elementary school teachers and reading specialists. The ten chapters include information on the stages of reading, reading readiness, the initial teaching of reading, the dependent reader, the independent reader, thematic English, developing a school reading program, reading tests, research and opinion, and reading failure. Appended are a report on the teaching of reading and English and an annotated iist of reading materials. (AEA)

ED 178 931 CS 205 277

Jose, Victor

Testimony of Victor Jose on Behalf of the National Association of Advertising Publishers.

Pub Date-Dec 78

Note-14p.; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978); For related documents, see CS 205 269-278

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Competition, Consumer Protection, *Economic Change, Federal Legislation, *Federal Regulation, Industry, Journalism, *Marketing, *Newspapers, Organization Size (Groups), *Publicize

Identifiers-*Advertising, Monopoly, Ownership

This is one of several papers presented at a Federal Trade Commission Symposium on Media Concentration. It describes one journalist's experience owning a free newspaper in the Richmond, Indiana, area and meeting competition when the local daily newspaper was purchased by a chain. It is suggested that methods of curtailing print competition in the Richmond market have proven effective under chain ownership of the daily paper due to a coordinated plan supervised from the chain's headquarters, to the resources available to the chain in talent and money, and to the lack of restraints imposed by any government agency or by company policy. The suggestion is made that banning the entry of daily newspapers into the free circulation business could remove the assurance of high monopoly profit and protect the survival base of independent free papers so they can provide direct, full-scale, and effective competition to the dominant daily papers in local communities. (MKM)

ED 178 958 CS 205 308

Wresch, William

What Reading Research Tells Us about Writing.

Pub Date- 79
Note-12p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Higher Education, Interdisciplinary Approach, *Language Skills, Miscue Analysis, *Paragraph Composition, *Reading Processes, *Reading Research, Semantics, Sentence Combining, Syntax, *Writing Skills

One of the newest theories of reading states that readers rely on graphic, syntactic, and semantic cues to get meaning from a text. In the area of syntax, some recent studies not only support its importance but seem to indicate that sentence combining exercises used in writing classes may improve students' syntax sufficiently to help them in reading. As for semantics, reading researchers are investigating organizational and relational characteristics of texts that are easily comprehensible to students. They have found that such familiar features as initial topic sentences and transitional phrases can ease the reading burden and so might be traits writing instructors would want to teach. (TJ)

ED 179 043 EC 122 016

Stripling, Tom Hamilton, Regina

Federally-Supported State Vocational Education and Vocational Rehabilitation Programs. Draft.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-Jan 79
Grant-54-P-71180/3-02
Note-195p.; A product of the Federal Programs Information and Assistance Project (Washington, DC) which is no longer in existence; For related information, see EC 122 017.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Costs, *Developmental Disabilities, *Federal Aid, *Federal Programs, *Handicapped, Handicapped Children, State Programs, *Vocational Education, *Vocational Rehabilitation

The monograph is designed to encourage developmentally disabled consumers and their advocates to understand, use, and influence their state vocational education and vocational rehabilitation programs. Part I presents an historical discussion of the development of vocational education and vocational rehabilitation. Parallels are drawn between the two programs and organizational charts are provided of federal administrative offices. Parts II and III explore separately the goals and purposes, eligibility and application processes, and activities available under vocational education and vocational rehabilitation. The state formula grant program is focused on in each section. Additional topics in the section on vocational education include training and development programs for vocational education personnel and bilingual vocational education. Among resources considered in the section on vocational rehabilitation are special projects regarding the severely handicapped and efforts of the National Institute of Handicapped Research. (CL)

ED 179 088 EC 122 176

Anderson, Stephen C. And Others

Texas Univ., Austin. School of Social Work.

Pub Date-79

Note-57p.; For related information, see EC 122 172-179 ; Best copy available

Available from-Resource Center on Child Abuse and Neglect, 2609 University, SWB 314, Austin, TX 78712 ($25.00 for printed materials only, $100.00 for entire package that includes printed and audio visual materials)

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Abuse, Family Counseling, Family Problems, *Interagency Cooperation, *Neglected Children, *Paraprofessional Personnel, Parent Education, Parent Participation, *Parent Workshops, *Program Development, Volunteers

Module 4 of a seven module package for child protective service workers focuses on coordinating efforts of a parent aide program for abused and neglected children and their families with the Department of Human Resources. Five activities deal with the following aspects of the interface: (1) criteria for determining which cases are suitable for trained volunteers; (2) the case referral process; (3) policies relating to volunteers; (4) the importance of understanding the goals and operation of a volunteer program; and (5) development of forms for efficient recordkeeping. Included are directions for using the media package and questions for discussion. (SBH)

Neckers, James W.
The Building of a Department: Chemistry at Southern Illinois University 1927-1967.
Pub Date-30 May 79
Note-187p.
Available from-Southern Illinois University Press, Post Office Box 3697, Carbondale, IL 62901 ($12.95)
Pub Type- Books (010) - Historical Materials (060)
Document Not Available from EDRS.
Descriptors-*Chemistry, *Chemistry Instruction, Chemistry Teachers, *Department Directors (School), Educational Development, Educational History, Higher Education, *Historical Reviews, *Science Departments, Universities
Identifiers-*Southern Illinois University Carbondale

The history and development of Southern Illinois University's chemistry department is recorded by a 40-year professor in the department. The study spans the period from 1927 when the university was a normal school with 1,200 students and a faculty of 45, to 1967 when the enrollment was 19,260 students, 1,994 of them in chemistry. Always a major asset to the university, the chemistry department grew into a prestigious one in a regional university during the 1927-1967 period. Drawing upon a personal diary maintained by his wife, the author recalls the personalities as well as the events of the department and school. The book's chapters are divided by decade, covering events from the early years in the thirties, through the war and post-World War II years, to the author's retirement. Examined are the changes and challenges of curriculum development, graduate studies, research, and the problems and decisions made by the administration. (LC)

Benne, Mae

The Central Children's Library in Metropolitan Public Libraries.

Washington Univ., Seattle. School of Librarianship.

Pub Date-18 Jul 78

Note-96p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrative Change, Bibliographies, Budgeting, *Children, Library Circulation, Library Collections, Library Reference Services, *Library Role, Professional Personnel, Programing, *Public Libraries, Tables (Data), *Urban Areas

Identifiers-*Childrens Libraries, Library Users

This study sought to identify the roles and functions of the central children's library as performed in 27 urban library systems in the United States and two in Canada, and to determine how they have been affected by (1) changes in the central city, (2) changes in administrative patterns, and (3) priorities set in response to the financial problems of large urban centers. Findings, supported with 36 data tables, cover users of the central children's library, staffing, administrative patterns governing the central children's library, circulation and registration, collection and budgeting, reference and information, programming and promotion of services, and perceptions of roles and functions of the central children's library. Conclusions and recommendations are made concerning roles, staffs, functions, audiences, administrative organization, and further areas of study. Appended are tables that show the library systems studied, the tenure of respondents in their present positions, the professional background of the line supervisors, the ranking of user groups by children's librarians, a comparison of priorities for circulation and programming, the percentage changes in functions of the central children's libraries (1970-1975/76), and the first choice of children's library staff for service or program additions. A selected bibliography is included. (JD)

ED 170 224 IR 007 888

Nelson, James B., Ed.
Solar Technology Information Transfer in West Virginia. A Report of the Planning Conference (Charleston, West Virginia, April 18-19, 1979).
Southeastern Library Association, Tucker, Ga.
Spons Agency-Department of Energy, Washington, D.C.; Southern Solar Energy Center, Austin, Tex.
Pub Date-Apr 79
Note-11p.; For related documents, see ED 167 080, ED 168 522, and IR 007 885
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Information Dissemination, *Library Role, Library Services, *Program Planning, Public Libraries, *Solar Radiation
Identifiers-*West Virginia

Concerned with formulating a methodology that would best enable West Virginia's Solar Technology Transfer Program to work, the participants in a planning conference held on April 18 and 19, 1979, met to isolate techniques and objectives that would most effectively allow consumer access to solar energy information, and emphasized the role of public libraries as delivery agents. Deliberations resulted in the adoption of the following planning objectives: (1) to promote public awareness of solar information packets, (2) to disseminate all types of solar energy information through libraries and schools, (3) to encourage cooperation among the various agencies concerned, (4) to update and evaluate solar literature, (5) to train and develop the staffs who will transmit solar information to the public, (6) to expand the content of information packets into other energy areas, (7) to use the program model as a means of strengthening services and expanding public awareness in other areas, and (8) to evaluate the effectiveness of the packets and the strategies used in accomplishing the above objectives. The planning group hoped that the methodology used to implement the Program would be useful in the dissemination of other types of information. (FM)

ED 178 700 CE 021 927

Low Enrollment Apprenticeship Program.
Lane Community Coll., Eugene, Oreg.
Pub Date- 78
Note-35p.; Some pages will not reproduce well due to light and broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education Programs, Adult Vocational Education, *Apprenticeships, *Community Colleges, *Cooperative Education, Cooperative Programs, Core Curriculum, Skilled Occupations, *Trade and Industrial Education

To combat the problem of registered apprentices being unable to receive federally mandated related training as a consequence of low class enrollment, an innovative program was developed for community colleges to provide such training for several different trades. The classroom training offers a core curriculum in ten major subject areas common to many trades and includes requirements such as safety, tools, math, blueprints, economics, etc. The program is administered by the apprenticeship coordinator who evaluates apprentices, facilitates their entry into adult education courses, sets up workshops to accomodate non-core requirements, and monitors program progress while coordinating the program's multimodal approach which includes correspondence and home study, telephone conference, traditional classes, and adapted classroom situations. Regular job site visits are conducted by the coordinator with employer and apprentice. A third-party evaluation concluded that all program goals were reached and that the program is extremely useful for handicapped and disadvantaged students. (Included in the report are the third-party evaluation and a report of the assistant cooperative work experience coordinator, which presents findings, identification of problem areas, and recommendations based on survey of supervisors and students in the carpenter, plumbing, plant electrician, inside electrician, and millright programs.) (CP)

ED 178 794 CG 013 901

Baird, Joseph H.

Developing, Monitoring, and Enforcing Juvenile Justice Legislation: A Case Study of Pennsylvania.

National Office for Social Responsibility, Arlington, Va.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-May 79
Contract-J-LEAA-008-77
Note-60p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Case Studies, *Child Advocacy, *Child Welfare, Guides, *Juvenile Courts, Models, Program Effectiveness, *State Legislation, *Youth Problems
Identifiers-*Pennsylvania

This case study documents reform policies and practices for handling juveniles, and the development of complete monitoring of child welfare and juvenile facilities. Due to the work of citizen and child advocacy groups, ways have been developed in Pennsylvania to determine whether state and federal laws regarding institutionalized children are being violated. Major sections focus on recent Pennsylvania juvenile justice legislation, statewide organizations, and monitoring and enforcing of state legislation. The appendix includes sample forms used by the Pennsylvania juvenile courts, youth information sheets and statistical reports. (Author/BMW)

ED 178 840 CG 013 953

Smith, Amanda J.

New Pioneers: The North Carolina Program to Expand Sex Roles in Elementary and Secondary Education. Reflections and Recommendations.

North Carolina State Dept. of Public Instruction, Raleigh.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date-Nov 78

Note-293p.

Pub Type- Reports - Descriptive (141) - Reports - General (140)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Elementary Secondary Education, *Equal Education, Models, Program Effectiveness, *Program Planning, School Personnel, *School Responsibility, *Sex Discrimination, *Sex Role, State Departments of Education, *Vocational Education

Identifiers-*North Carolina

The North Carolina New Pioneers program to expand sex role expectations through elementary and secondary education is presented for use by generalists and other helping professionals in schools and state educational agencies. The materials presented address the following areas of concern: (1) the nature of the North Carolina Department of Public Instruction and the place of the New Pioneers project in the system; (2) project staff and their responsibilities; (3) consciousness-raising activities for state education agency staff members; (4) workshops and seminars conducted in the back-home setting; (5) conference sessions used with teacher educators; and (6) activities involving the general community. A section composed of recommendations for those attempting to establish a similar program is provided, as well as planning guides for school personnel and appendices containing outlines, exercises, and evaluation instruments used in the original project. (Author/HLM)

ED 178 885 CS 005 121

Johns, Jerry L.
Metalinguistic Awareness: Its Growth and Relationship to Reading Achievement.
Pub Date-Apr 79
Note-16p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, GA, April 23-27, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aural Stimuli, Children, *Cognitive Development, Language Ability, Language Development, *Language Processing, Primary Education, *Reading Achievement, *Reading Research, *Word Recognition
Identifiers-*Metalinguistic Awareness

Five examples from each of eight classes of auditory stimuli were presented to 65 primary grade children to determine their metalinguistic awareness. Metalinguistic awareness describes a child's ability to understand the reading register, that special terminology used to teach reading. The children were asked to identify the auditory stimuli as one word or not one word. More than 50% of the younger children (ages 5.6 to 6.5) consistently failed to recognize a spoken word as a word. Children in the second group (ages 6.6 to 8.0), in their first year of formal reading instruction, appeared to possess an accurate concept of short words; but they still showed confusion about long words. The children in the second and third grades (ages 8.1 to 9.5) showed improved ability but they still experienced cognitive confusion of long'' spoken words. Few children in any of the age groups consistently recognized that isolated phonemes and syllables were not words. The results suggest that the average child's metalinguistic awareness of a spoken word improves with age, and that significant relationships exist between children's metalinguistic awareness of spoken words and reading achievement. (RL)

ED 178 981 CS 502 698

Gruner, Charles R.

Dogmatism, Intelligence, and the Understanding/Appreciation of Editorial Satire.

Pub Date-Aug 79
Note-6p.; Paper presented at the Annual International Conference on Humor (2nd, Los Angeles, CA, August 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Dogmatism, Higher Education, *Humor, *Intelligence, *Persuasive Discourse, *Reading Comprehension, Research, *Satire, *Speech Communication

In a study of satire as persuasion, two experiments were conducted one to determine whether dogmatism affected the understanding and appreciation of editorial satire, the second to determine the same about intelligence as measured by the Scholastic Aptitude Test. In the first experiment, 116 college students read three satirical editorials. After reading each satire, each subject checked one statement from a list of five that he or she thought was the author's thesis. Each also rated the satire on a seven-step semantic-differential scale ranging from ``extremely funny'' to ``extremely unfunny.'' Finally, each subject responded to a ten-item dogmatism scale. The same procedures were used in the second experiment, which involved 59 students. In this experiment, the subjects also read three editorial satires. Their verbal and quantitative scores on the Scholastic Aptitude Test obtained from school records. Data from the two experiments suggest that both dogmatism and intelligence affect understanding and appreciation of satire, but in ways more complicated than are currently known. (FL)

Indirect Costs of Health Research How They are Computed, What Actions are Needed. Report by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.
Report No.-HRD-79-67
Pub Date-27 Jul 79
Note-83p.
Available from-United States General Accounting Office, Distribution Section, Room 1518, 441 G Street, N.W., Washington, DC 20548 ($1.00)
Pub Type- Reports - General (140) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Calculation, Compliance (Legal), *Costs, Educational Finance, Evaluation Methods, *Federal Aid, Federal Programs, Federal Regulation, *Grants, Guidelines, *Health, Higher Education, Institutional Characteristics, Research Problems, *Scientific Research
Identifiers-*Audits, General Accounting Office

A review by the General Accounting Office of various aspects of indirect costs associated with federal health research grants is presented. After an introduction detailing the scope of the review and defining indirect costs and federal participation, the report focuses on the causes of the rapid increase of indirect costs. Among findings was that 74 percent of the grantees stated that utilities and compliance with government mandated programs and administrative requirements were responsible for rising costs. It was discovered that comparing indirect cost rates among institutions was not meaningful because of accounting system differences, different institutional characteristics, and the types of rates that were negotiated. Indirect cost principles were found to be inconsistent in federal guidelines. Audit coverage frequency and negotiation practices were found to vary, with some agency officials relying on their own desk reviews, while others performed their own onsite audits, and still others relied on federal audit agency reviews. Among recommendations was that it should be required that there be a consistent presentation of principles in the guidelines for educational institutions. Among appendices are letters from various government departments and summaries of questionnaire results. (PHR)

ED 179 245 IR 008 013

Schuman, Patricia Glass

Library and Information Services for Meeting Personal Needs. A Discussion Guide.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Oct 79

Note-45p.; For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Guides - Non-Classroom (055) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Information Services, *Individual Needs, *Information Needs, Information Seeking, *Library Services, *Needs Assessment, Policy Formation, *Resource Allocations

Identifiers-Resource Sharing, *White House Conference Library Info Services

This discussion guide on the conference theme, Library and Information Services for Meeting Personal Needs, is intended to provide a starting point and a possible framework for discussion of the issues involved in the provision of information to meet needs ranging from basic facts about survival to advanced forms of intellectual self-realization, for users from widely varying backgrounds and age groups. Following a general introduction, background information is presented in each of five discussion-topic sections, which in turn are subheaded with a variety of sample discussion alternatives. The five issues are concerned with (1) whether library and information providers should offer new services to meet personal needs; (2) national policy issues that must be addressed if libraries and information services are to effectively meet personal needs; (3) how library and information services should be expanded or redesigned to meet the needs of special constituencies; (4) what legislative and funding initiatives are required to foster effective use of limited library resources; and (5) measures that will encourage maximum use of the nation's information resources. A summary in Spanish and a list of nine references are included. [illegible]W)

ED 178 718 CE 022 743

Leiterman-Stock, Peggy

Attitudinal and Behavioral Change of Advisors and Students: Sex Role Stereotyping and Sex Bias in Vocational Choice.

Montana State Univ., Bozeman. Office of Student Affairs and Services.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-27 Dec 78
Grant-G007702358
Note-244p.; Some appendixes will not reproduce well due to small, light print
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Administrator Attitudes, *Behavior Change, Career Choice, Changing Attitudes, College Faculty, College Students, Discriminatory Attitudes (Social), Educational Counseling, *Faculty Advisors, Higher Education, *Intervention, Occupational Choice, Sex Discrimination, *Sex Stereotypes, *Student Attitudes, Vocational Counseling, Workshops

This study attempted to determine whether presentation of current information on men and women, their achievement patterns, and the world of work, coupled with examination of one's own stereotyped attitudes and biases, could effect both attitudinal and behavioral change in volunteer college student and academic advisor (department head) participants. A Randomized Solomon Four-Group design was employed with the 146 students and a pre- posttest design with the 49 faculty. The intervention strategy used to influence student behavior and attitudes consisted of six three-hour career/life planning workshops designed to assist students in discovering their interests, strengths and weaknesses, values, lifestyle choices, and examination of their own sex bias and stereotypes where career choice is concerned. The workshop format brought trained facilitators together with small groups of students (four or five) for structured exercises, while the faculty segment involved presentation of current information on women at two workshops. The interventions for both students and faculty failed to produce the desired effect as measured by the Attitude Toward Women Scale (AWS) and the Advisor Rating Scale (included in the appendices). Interpretation of the results raises the question of male students (and faculty members, too) who may be test-wise on this issue, since resistance to the sessions of sex-role stereotyping was not congruent with male students' liberal scores. It is also possible that the AWS measured only a portion of the treatment's effect while constituting a part of the treatment itself. Workshop evaluation forms support the idea that workshops were indeed helpful and worthwhile. (Report contains data tables and instrumentation used.) (CP)

ED 178 738 CE 023 031

Mitchell, Anita

Model State Plan Characteristics. A Guide for Refining State Plans for Career Education.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.
Pub Date-31 Jul 79
Contract-300-78-0249
Note-65p.; For a related document see CE 023 030
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Articulation (Program), *Career Education, *Compliance (Legal), Educational Legislation, Educational Objectives, Evaluation Criteria, *Federal Legislation, *Guidelines, Information Dissemination, Program Administration, Program Budgeting, Program Development, Program Evaluation, Program Planning, Staff Improvement, State School District Relationship, *Statewide Planning
Identifiers-*Public Law 95 207

This guide for refining state plans for career education was developed to assist states in revision of their state plans to satisfy requirements of Public Law 95-207. The guide is divided into fourteen chapters. Chapter 1, the introduction, contains background information on the assessment conducted to develop the guidelines. (A full report of this assessment is contained in CE 023 030.) Chapters 2-14 present guidelines for revising the following elements of the state plan: rationale for career education; needs assessment; status of career education in the state; objectives of the state plan; implementation strategies; staff development; articulation; program management and implementation; evaluation; dissemination; budget; technical elements; and characteristics of the Local Education Agency plan. At the end of each chapter is a checksheet for coordinators to use as they review their plans to determine the need for revisions. (BM)

ED 178 755 CE 023 184

McLaughlin, Phillip J. And Others
Vocational Curriculum for Visually Impaired Persons.
Georgia Academy for the Blind, Macon.
Spons Agency-Georgia Univ., Athens. Div. for Exceptional Children.; Office of Education (DHEW), Washington, D.C.
Pub Date- 79
Note-284p.; Some pages will not reproduce well due to light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Clerical Occupations, Curriculum Guides, Horticulture, Instructional Materials, *Prevocational Education, Service Occupations, Teaching Techniques, Trade and Industrial Education, *Visually Handicapped, *Vocational Education

Presenting a range of occupations with a cross-section of task-analyzed job skills and teaching procedures, this curriculum guide is divided into ten chapters. The first chapter summarizes vocational programming for visually impaired individuals and describes how to use the curriculum. The next three chapters present information on three areas in vocational rehabilitation of visually impaired individuals: (1) prevocational training techniques, (2) competitive employment training, and (3) traditional and alternate methods of vocational evaluation. The remaining chapters present the curriculum itself. It is divided into six vocational subdomains: prevocational skills, clerical occupations, fabrication and repair of musical instruments occupations, horticultural occupations. Subdomains contain the following sections: job description, specific skills, possible job placements, and instructional strategies. The text concludes with an annotated bibliography of selected vocational programming references. (LRA)

ED 178 774 CE 023 387

Lamason, Carolyn Sterner
Male Enrollment in Secondary Home Economics Programs in Pennsylvania Public Schools. Final Report, July 1, 1978, to June 30, 1979.
Hood Coll., Frederick, Md.
Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
Pub Date-79
Note-73p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Attitudes, Cocurricular Activities, Equal Education, *Home Economics Education, *Home Economics Teachers, *Males, Program Descriptions, Sex Role, Sex Stereotypes, Student Characteristics, Student Participation, Teacher Characteristics

A study was conducted to (1) describe male enrollment in secondary home economics programs, (2) compile data on the home economics teachers and departments, and (3) gain insight into factors the school superintendents saw as having the most effect on male enrollment in the public secondary schools in Pennsylvania. Data were collected through mailed questionnaires, which were received from 301 school districts. It was found that the percent of males enrolled in home economics in Pennsylvania (23%) was very close to male enrollment in home economics at the national level. Youth-related activities within the home economics department involved only four percent of the male students. Distribution of teachers by school districts indicated that nearly half of the districts had two teachers per department and every teacher in the study was female. Scheduling and course offerings, the enjoyment of food, peer pressure, personal interest in home economics subject areas, and our changing society were the five most frequent responses to the question pertaining to the one factor the superintendents saw as having the most effect on male enrollment. (Author/LRA)

ED 178 817 CG 013 928

Brodzinski, Frederick R.

General Manpower Forecasts: Some Indications for the Employment Outlook in Student Services.

Pub Date-8 Apr 79

Note-14p.; Some charts are of marginal legibility; Paper presented at the Annual Convention of the National Association of Student Personnel Administrators (61st, Washington, D.C., April 8-11, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Employment Opportunities, *Employment Projections, *Futures (of Society), Higher Education, *Labor Market, *Occupational Mobility, *Population Trends, Student Personnel Services, *Student Personnel Workers, Trend Analysis

Manpower forecasts, available from the Bureau of Labor Statistics of the U.S. Department of Labor, the U.S. Department of Commerce, the Census Bureau, and the National Center for Education Statistics, indicate that from 1970 to 1990 there will be significant major shifts in the number of Americans in the prime-age group of 25-44 years of age. This huge prime-age labor force suggests that there will be fierce competition for promotions coupled with career disappointments for many, and that competition for movement up the organizational ladder will be further-sharpened by secondary effects of anti-dsicrimination laws. Implications of these projections for the student services labor market reveal that: (1) declines in the number of 18-21 year olds will affect the labor market conditions negatively or, at best, cause a no growth'' situation; (2) laid-off or retrenched personnel will re-enter the labor market and further intensify an already-competitive situation; and (3) job mobility will continue to decline over the next decade. (Author/RLM)

ED 178 863 CS 005 090

Ball, Edward H.

Prepublication Learner Verification Report for Language Basics Plus'': A Basic Language Arts Program.

Harper and Row, Publishers, Inc., New York, N.Y.
Pub Date-Feb 79
Note-32p.
Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Objectives, Educational Objectives, Elementary Education, *Instructional Materials, *Language Arts, Teacher Attitudes, *Textbook Evaluation, *Textbook Research

A study to check on the efficacy of the teaching methods used in Language Basics Plus,'' a basal elementary language arts program published by Harper and Row, involved a pretest, treatment, and mastery test procedure used with more then 3,000 elementary students. Results of the prepublication learner verification study indicated that the instructional methodology used in the text and teachers' editions was effective. Areas for revision and improvement to be made in the published version were identified. Teacher raaction was positive, and it was noted that the materials were appropriate at the indicated grade levels. (Tabular data are included, and a list of objectives taught in the trial lessons is appended.) (AEA)

ED 178 909 CS 205 229

Pedersen, Elray L.

Frontiers of Sentence-Combining Research.

Pub Date-Oct 79
Note-7p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (33rd, Albuquerque, NM, October 18-20, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), *Educational Research, Elementary Secondary Education, *Research Needs, *Sentence Combining, *Writing Skills

Sentence combining (SC) training has been found to consistently stimulate improvement in the syntactic fluency and overall quality of student writing. However, it remains to be established whether SC training also consistently improves the grammatical fluency, the semantic fluency, the conceptual fluency, and the logical fluency of student writing. Affirmative findings derived from investigations of these issues would be considered adequate for concluding that SC training is a highly powerful, broadly influential tool for improving the writing of students. (Author/AEA)

ED 178 957 CS 205 310

Walton, Whitney, Comp. And Others
Current Sources on Women and Literature.
Wisconsin Univ., Madison. Steenbock Memorial Library.
Pub Date-79
Note-55p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Literature, *Bibliographies, *English Literature, *Females, Feminism, *Literary Criticism, Resource Guides, Womens Studies, *World Literature

The 670 entries in this bibliography include books, articles, and dissertations dating from 1977 that address the topic of women and literature. The cited works deal with women authors and their writings, feminist analyses of works by both female and male authors, and female characters in literature. It is essentially a listing of critical works and does not include fiction, poetry, and drama. The citations are arranged alphabetically by author, with access to studies of specific writers through an index. An annotated listing of special periodical issues focussing on women and literature follows the main body of the bibliography. (FL)

ED 179 005 EA 012 110

Hallak, Jacques

Teaching-Learning Strategies and Educational Planning. IIEP Seminar Paper: 28.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date-77

Note-13p.; A contribution of the IIEP Seminar on Teaching-learning strategies and educational planning'' (March 8-12, 1976)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adoption (Ideas), *Educational Planning, *Educational Strategies, Elementary Secondary Education, Experimental Programs

Identifiers-*Teaching Learning Strategies

The purpose of this paper is to describe a few planning issues to be borne in mind when discussing the presentation of a teaching-learning strategy. Three general areas are discussed: the socioeconomic context (the diagnostic phase), the developmental stage (the experimental stage), and the implementation phase. The first step in the planning process is diagnosis. In order for it to be useful, the diagnostic phase should lead to a number of specific conclusions concerning three areas: the kind of imbalances in the socioeconomic setting and in the educational system, the short- and long-term challenges facing the educational system, and the priority issues to be tackled by educational planners. The developmental stage addresses the questions of why the change was started, who paid for what in the testing of the developed strategy, how the plan was undertaken, and the means planned to compare expectations from the strategy with the results of the adoption. The implementation phase should address pedagogical, legal, economic, and organizational problems. (Author/IRT)

ED 179 108 FL 010 831

Wolfram, Walt And Others
Variability in the English of Two Indian Communities and Its Effect on Reading and Writing.
Center for Applied Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-NIE-G-77-0006
Note-471p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-American Indian Culture, *American Indian Education, American Indian Languages, Educational Disadvantagement, Language Research, *Language Usage, *Language Variation, Nonstandard Dialects, *Reading Skills, Speech Communication, *Writing Skills
Identifiers-English (American Indian), New Mexico

The aim of this study was to describe the varieties of English used in two American Indian communities and to examine the effect of language diversity on the acquisition of certain educational skills. The field work was carried out in two Puebloan communities in New Mexico, San Juan and Laguna. The description of selected linguistic structures and the investigation of spoken language influence on particular reading and writing tasks are the main areas of concentration. The introduction gives an overview of the project, discussing the descriptive base of language variation, the educational concern of the American Indians, and the data base used in the study. Chapter 2 presents the cultural context surrounding puebloan forms of Indian English as an integral part in the descriptive facets and educational implications of the study. The description of the spoken language data in Chapter 3 concentrates on San Juan English and Chapter 4 is a comparison of San Juan and Laguna English. Chapter 5 considers in detail the question of spoken language influence on reading and writing in San Juan and Laguna. Chapter 6 concludes with educational implications of varieties of English in the pueblos. (NCR)

ED 178 683 CE 019 278

Stenner, A. Jackson And Others
Technical Assistance in Evaluating Career Education Projects. Final Report. Volume II: Final Career Education Evaluation Report.
NTS Research Corp., Durham, N.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Contract-300-78-0312
Note-772p.; Some of the tables in this document will not reproduce well due to small print; For related documents see CE 019 277-281
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF05/PC31 Plus Postage.
Descriptors-*Career Education, Elementary Secondary Education, *Evaluation, *Evaluation Methods, Field Studies, Formative Evaluation, Institutional Characteristics, *Measurement Instruments, *Models, Participant Characteristics, Program Development, Summative Evaluation, *Technical Assistance

This document contains the second of five volumes reporting the activities and results of a career education evaluation project conducted to accomplish the following two objectives: (1) to improve the quality of evaluations by career education projects funded by the United States Office of Career Education (OCE) through the provision of technical assistance to fifteen of these projects; and (2) to identify, as a result of this technical assistance effort, a field tested model which can be used by other career education projects funded by OCE in future evaluation efforts. This volume contains detailed information about the project, the evaluation design, and the results of the evaluation. It is divided into the following chapters: (1) an introduction providing background information and a summary of the project; (2) a summary of the evaluation design; (3) a description of the context in which the career education projects were implemented, including community characteristics, school district characteristics, and project summaries; (4) descriptions of all respondents (students, teachers, counselors, and principals); (5) an examination of the implementation and process of career education across fifteen projects; and (6) the results of the application of three different evaluation models. Appended are summaries of the fifteen local evaluations, a summary of the technical assistance provided by the National Testing Service, and all the instruments used in the study. (BM)

ED 178 932 CS 205 278

Statement of the Authors Guild on The Continuing Trend To Concentration of Power in the Book Publishing Industry.''

Authors Guild, Inc., New York, N.Y.
Pub Date-Dec 78
Note-21p.; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978); For related documents, see CS 205 269-278
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Authors, *Books, Consumer Protection, *Economics, *Federal Legislation, Freedom of Speech, Marketing, *Mergers, Paperback Books, *Publishing Industry
Identifiers-*Authors Guild, Clayton Act, Monopoly, Ownership

This is one of several papers presented at a Federal Trade Commission Symposium on Media Concentration. A statement by the Authors Guild, it examines the merger-takeover trend in book publishing. The Authors Guild feels that the merger trend in book publishing has passed beyond the warning line drawn by the antimerger clause of the Clayton Act, Section 7; threatens competition in the literary market place and the survival of a structure composed of numerous independent publishing companies; threatens the individual author's bargaining power, income, and opportunities to be published; and endangers the uninhibited marketplace of ideas guaranteed by the First Amendment. The supplemental memorandum explores the proposed acquisition of the Book-of-the-Month-Club by the Time, Inc./Little, Brown publishing complex. It also contains a sample of statistical figures for the book club and mass paperback markets from recent statistical reports published by The Association of American Publishers. (MKM)

ED 170 028 EC 121 269

Hampel, Angelica And Others

Support Services for Exceptional Students: Marin, San Francisco, and San Mateo Counties.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Grant-G007702227

Note-128p.; See EC 121 264-272 for other California counties.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adults, *Agencies, *Ancillary Services, Community Agencies (Public), *Exceptional Child Services, *Handicapped Children, Mainstreaming, Prevocational Education, Private Agencies, Resource Guides, Secondary Education, State Agencies, *State Programs, Vocational Directors, *Vocational Education, Vocational Rehabilitation

Identifiers-*California

Intended for use by vocational administrators responsible for mainstreaming handicapped students into vocational education classes, the resource guide lists and describes governmental and private agencies that provide vocational programs and support services for the handicapped on a local and statewide basis in the California counties of Marin, San Francisco, and San Mateo. The agencies are presented alphabetically, grouped by counties, with a separate section for statewide agencies. A listing of agencies by relevant handicapping conditions is also provided, along with definitions of various handicapping categories. Under each agency is listed its name, its specific concern, the handicapped groups it serves, its intended users, the specific services it provides, its address, and any costs of its services. The agencies described provide the following types of vocational and support services: vocational testing and evaluation, vocational counseling, prevocational training, work adjustment, sheltered workshops, work activities, building and equipment adaptation, job placement and referral, independent living skills, information and referral, legal advice, diagnosis and evaluation, psychological services, physical therapy, speech therapy, occupational therapy, special aids and appliances, braille and tape transcription, mobility and orientation training, deaf interpreting, medical services, instructional materials, educational assessment, academic tutoring, and advocacy. (DLS)

Keller, Judy And Others

Employment and Training Programs. Second Revision.

Spons Agency-Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-Jan 79
Grant-54-P-71180/3-03
Note-189p.; A product of the Federal Programs Information and Assistance Project (Washington, DC) which is no longer in existence; For related information, see EC 122 016.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Developmental Disabilities, Employment, *Employment Programs, Federal Aid, Federal Legislation, *Federal Programs
Identifiers-*Comprehensive Employment and Training Act

The book describes federal training and employment resources for developmentally disabled persons. The first section provides a brief historical background of the federal government's involvement in employment and training beginning with the 1930's up to the passage of Section 504 of the Rehabilitation Act of 1973. Section II examines seven components of CETA, the Comprehensive Employment and Training Act: administrative provisions, comprehensive employment and training services, special federal responsibilities, youth programs, countercyclical public service employment, private sector opportunities, and young adult conservation corps. Considered in separate sections are the following employment and training programs: the apprenticeship training program, federal employment, work incentive programs, Title XX funding programs, Small Business Administration Handicapped Assistance Loans, university affiliated facilities, and miscellaneous programs such as innovation and expansion grants. Among 11 appendixes are a list of CETA state employment and training councils and Title XX state agencies. (CL)

ED 179 087 EC 122 177

Anderson, Stephen C. And Others
Texas Univ., Austin. School of Social Work.
Pub Date-79
Note-54p.; For related information, see EC 122 172-179 ; Best copy available
Available from-Resource Center on Child Abuse and Neglect, 2609 University, SWB 314, Austin, TX 78712 ($25.00 for printed materials only, $100.00 for entire package that includes printed and audio visual materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Abuse, Family Counseling, Family Problems, *Neglected Children, *Occupational Information, *Paraprofessional Personnel, Parent Education, Parent Participation, *Parent Workshops, *Personnel Evaluation, Volunteers

Module 5 of a seven module package for child protective service workers outlines procedures for conscientious recruitment and screening of volunteers for a parent aide program serving abused and neglected children and their families. Four activities are geared to laying out a plan for recruiting volunteers, writing a parent aide job description, and developing a plan for screening applicants. Included are directions for using the media package and questions for discussion. (SBH)

ED 170 088 FL 010 600

McIlhenny, Anne

The Role of Paraprofessional in the ESL/Bilingual Program.

Pub Date-Feb 79
Note-175p.; M.A. Thesis, Hunter College of the City University of New York ; Reproduced from best copy available
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Bilingual Education, Bilingual Students, *Bilingual Teacher Aides, *Bilingual Teachers, Class Activities, Class Management, Educational Objectives, Elementary Education, *English (Second Language), *Guidelines, Language Instruction, Language Research, *Paraprofessional School Personnel, School Aides, Second Language Learning, Teaching Methods

This study examines the changing role of the paraprofessional as viewed from the vantage point of the English as a Second Language (ESL) Bilingual classroom. The difficulty in encountering material on the role of the paraprofessional has led to some confusion in the minds of teachers as to how these assistants in the classroom are to be utilized. Some teachers under-employ them, while others give them too much responsibility. Some use them for routine work in the classroom, such as washing boards, giving out books, cleaning cupboards; others feel uncomfortable with another adult in the classroom, and convey that discomfort to the paraprofessional. It would seem that more consultation, discussion, sharing of experiences by teachers and paraprofessionals might lead to a set of guidelines. This could give an indication of how a teacher and a paraprofessional together, through sharing, planning and frank discussion, can accomplish much to aid each other and to accomplish the goal of all education the child's learning. Such a set of guidelines is suggested in this paper. (Author)

ED 179 128 HE 011 812

Lovell, John P.

Neither Athens Nor Sparta? The American Service Academies in Transition.

Pub Date-79

Note-362p.

Available from-Indiana University Press, Bloomington, IN ($12.50)

Pub Type- Books (010) - Historical Materials (060)

Document Not Available from EDRS.

Descriptors-Academic Standards, College Administration, Educational Assessment, *Educational History, Educational Objectives, *Educational Philosophy, Educational Policy, Educational Quality, Educational Specifications, Educational Status Comparison, Females, Higher Education, *Historical Reviews, *Military Schools, *Military Training, *Organizational Change, Relevance (Education), Trend Analysis

Identifiers-Air Force Academy CO, Coast Guard Academy CT, Educational Standards, Military Academy (West Point) NY, Naval Academy MD

The images, realities, and transitions of the American service academies are examined in this book. The contradictions between the classical Athens emphasis on well-educated and cultured individuals, and the Spartan emphasis on discipline, physical prowess, courage, and honor that have been inherent in the academies are brought to task. The service academies the Coast Guard Academy, Air Force Academy, West Point, and Annapolis are shown to have been long involved with the task of finding the synthesis point between the Athenian and Spartan philosophies. The effects of modern reform such as admission of women and minorities are examined. The study begins with a history of the academies up to World War II, followed by a discussion of the postwar environment that brought impetus for reform. Case studies discuss: the controversial deanship of Robert McDermott at the Air Force Academy; the superintendency of Garrison Davidson at West Point; the innovative command of Frank Leamy at New London; and the reforms of Charles Nelson and James Calvert at Annapolis. Suggestions for change are offered, but it is noted that they will be realized only if each academy is willing to undergo a massive reevaluation of its goals and purposes. Tables and figures provide statistical data, and an extensive index and chapter notes are included. (LC)

ED 179 147 HE 011 965

Kockelmans, Joseph J., Ed.
Interdisciplinarity and Higher Education.
Pub Date-May 79
Note-372p.
Available from-The Pennsylvania State University Press, 215 Wagner Building, University Park, PA 16802 ($16.50)
Pub Type- Books (010) - Information Analyses (070) - Reference Materials - Directories/Catalogs (132)
Document Not Available from EDRS.
Descriptors-Case Studies, *College Curriculum, College Role, Educational History, *Educational Philosophy, *Higher Education, Humanistic Education, Intellectual Disciplines, *Interdisciplinary Approach, International Studies, Sciences, Social Sciences
Identifiers-Canada, Europe (West), United States

An 11-chapter anthology on the historical, epistemological, methodological, philosophical, and educational issues surrounding the topic of interdisciplinarity is presented. A general perspective on the continuing debate about interdisciplinarity is presented in the first four chapters, followed by six chapters on specific problems and prospects. Papers and authors are: Introduction Disciplinarity or Interdisciplinarity?'' Carl R. Hausman; Science and Discipline Some Historical and Critical Reflections,'' Joseph J. Kockelmans; Disciplines and Interdisciplinarity A Historical Perspective,'' Wolfram W. Swoboda; The Curriculum, the Disciplines, and Interdisciplinarity in Higher Education Historical Perspective,'' Hans Flexner; Why Interdisciplinarity?'' Joseph J. Kockelmans; Interdisciplinary Science on Campus The Elusive Dream,'' Rustum Roy; Crossdisciplinary Coordination in the Social Sciences,'' Muzafer Sherif; Interdisciplinary Education and Humanistic Aspiration A Critical Reflection,'' Vincent C. Kavaloski; Interdisciplinarity Reflections on Methodology,'' Jonathan Broido; Personal and Institutional Problems Encountered in Being Interdisciplinary,'' Robert L. Scott; and Interdisciplinary Programs in the United States Some Paradigms,'' Hans Flexner and Gerard Hauser. A listing of approximately 35 interdisciplinary programs in Canada and Western Europe is appended and a 92-item bibliography is included. (PHR)

ED 179 183 HE 012 020

Mares, Kenneth R. And Others

WMAHEC-Supported Electives at the UMKC School of Medicine in 1978-1979.

Missouri Univ., Kansas City. Western Missouri Area Health Education Center.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.
Pub Date-Sep 79
Contract-232-78-0197
Note-39p.; For related documents, see HE 012 016-019
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Clinical Experience, *Curriculum Evaluation, *Elective Courses, Higher Education, Interviews, Medical Education, *Medical Schools, *Medical Students, Physicians, *Primary Health Care, Program Evaluation, Questionnaires, Regional Programs, Self Evaluation, Student Evaluation, Student Experience
Identifiers-University of Missouri Kansas City, Western Missouri Area Health Education Center

The electives program at the University of Missouri at Kansas City School of Medicine was evaluated. The program provides opportunities for learning in community hospitals, physicians' offices and clinics, the main campus of the university, and other health-resources locations in western Missouri. The School of Medicine emphasizes primary care in its overall curriculum and its electives. Many of the primary care electives are located outside the Kansas City Metropolitan Area. At the completion of each elective, the physician is asked to complete an evaluation instrument which requests that he comment on how well the student achieved these objectives, and students rate the effectiveness of the experience and add explanatory comments. Students generally felt that they had performed well in their electives as compared with other students at the same level, and very few students perceived any aspect of their electives to be unsatisfactory. Students' responses regarding learning support materials indicate that improvements should be made in providing appropriate materials. The physician evaluations of students were similar to the students' self-evaluation in their generally high ratings on the 11 evaluation dimensions. Eleven student interviews were also conducted to obtain additional information. Some of the students' responses to the 12 interview topics are included. (SW)

Behowick, Jennifer E.
The Status of School Library Services to Bilingual Bicultural Programs in Illinois.
Pub Date-79
Note-157p.; Master's Thesis, University of Illinois at Urbana-Champaign
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Bilingual Education, *Bilingual Schools, Coordinators, Librarians, Library Acquisition, Library Materials, *Library Role, *Library Services, *Multicultural Education, Needs Assessment, Non English Speaking, Program Coordination, *School Libraries
Identifiers-*Illinois

The need for bilingual bicultural school library materials and services for schools with bilingual programs and limited English speaking students was investigated in the state of Illinois. The data were collected by means of questionnaires sent to bilingual program coordinators and school librarians at 140 schools throughout the state. Targeted areas of study were: the availability of bilingual school library services and staff, the nature and scope of bilingual school library services, problems of bilingual materials acquisition, the amount of cooperation and/or coordination between library and bilingual personnel, and, finally, the role of the school library in bilingual education as perceived by both school librarians and bilingual coordinators. The results of the study indicated a severe lack of bilingual staff, materials and resources in school libraries serving bilingual and limited English speaking children. The study also revealed a statistically significant difference in the attitudes of school librarians and bilingual coordinators with respect to the role of the school library in education. The implications of this difference suggest conflict regarding the library's present and future role in bilingual multicultural education. Statistical data and questionnaires are appended. (Author/CWM)

Hughston, George A. And Others

Planning For Health Care and Health Care Costs: A Learning Module.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-G007604713
Note-51p.; For related documents see CG 013 903 and CG 013 905-907
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Consumer Education, Consumer Protection, Counselors, *Financial Needs, *Health Needs, *Hygiene, Life Style, *Older Adults, *Planning, Self Evaluation, Self Help Programs, Workshops

This manual is designed to assist those helping professionals responsible for developing consumer education programs for older adults on the topic of health care and health care costs. Using a modular presentation format, the materials focus on the following areas of concern: (1) self-evaluation and planning for health care needs; (2) methods for dealing with health care problems; (3) ways for dealing with health care costs such as Medicare, Medicaid, and health insurance; and (4) strategies for getting the most from money spent on medical assistance. Workshop guidelines, a program checklist, learning objectives, a facilitator's guide, and references are also provided. (HLM)

ED 178 910 CS 205 249

Smelstor, Marjorie, Ed.

A Guide to Creating Materials and Activities for the Writing Class.

Wisconsin Univ., Madison. Dept. of English.; Wisconsin Univ., Madison. School of Education.; Wisconsin Univ., Madison, Univ. Extension.

Pub Date-79

Note-67p.; For related documents, see CS 205 097-100, CS 205 182, CS 205 240 and CS 205 242

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Composition (Literary), Elementary Secondary Education, *Instructional Materials, *Lesson Plans, *Resource Materials, *Teaching Guides

Identifiers-Wisconsin Writing Project

This booklet contains suggestions of ways to create materials and activities for the writing classroom. Following an introduction that emphasizes the importance of writing, the booklet presents lesson plans that utilize community and multisensory resources; offers a rationale for establishing a writing resource center in the classroom and ideas for use in such a center; provides a list of books, kits, workbooks, and records for motivating writing; and includes a selection of easily obtainable, low-cost teacher resources to stimulate student writers. (AEA)

Ternent, William A.
Assessing Organizational Duplications and Domination by Served Publics.
Pub Date-Oct 79
Note-17p.; Report prepared at Howard University
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Problems, *Interaction Process Analysis, *Organizational Communication, *Organizational Effectiveness, *Organizational Theories, *Organizations (Groups)
Identifiers-*Communication Research

Arguing that, as a general principle, the most efficient, best organized and managed organization would have little duplication of work or of service to its markets or publics, this paper presents a method for assessing duplication among organizational components of work performed and of services to various publics and for determining the extent of domination of the organization or its components by various of its publics. It also offers a formula for computing indices of duplication and discusses the analysis and interpretation of data and its uses by management in reorganization decisions. Sample data and exhibits are included for illustrative purposes. (Author/FL)

ED 179 204   IR 007 868

Moore, Alexandra L., Ed. Pyrce, Sharon R., Ed.
COLUG: Chicago Online Users Introductory Guide.
Chicago Online Users Group, Ill.
Pub Date-Dec 78
Note-48p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Data Bases, Equipment, Literature Guides, *On Line Systems, *Search Strategies, Training
Identifiers-*Illinois (Chicago)

Intended to serve as an introduction to online searching in the Chicago area, the guide answers these basic questions for those considering going online for the first time: what is online searching, starting out online, local training for online searching, how to choose a terminal, 1200 baud equipment selection, how to prepare for and evaluate a search, patent searching, and how to choose database guides and thesauri. Included are a guide to the literature; the results of a survey of Chicago online users, detailing their experiences and recommendations on training, equipment, and search aids; and a directory of experienced searchers to contact locally for help. (Author/JD)

ED 178 701 CE 022 277

Otto, Luther B. And Others

Design for a Study of Entry into Careers.

Boys Town Center for The Study of Youth Development, Neb.

Pub Date-79

Note-91p.; For a related document see CE 022 278

Available from-Director, Research Division, Boys Town Center for the Study of Youth Development, Boys Town, NE 68010 (no charge)

Pub Type- Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Career Change, *Career Development, Career Ladders, *Career Opportunities, Career Planning, Data Analysis, *Employment Patterns, *Longitudinal Studies, Occupational Information, *Research Design, Research Methodology, Vocational Adjustment, *Vocational Followup

Research will be conducted which will investigate the process by which individuals gain access to careers. (Career is defined as empirically determined regularities in job sequences.) The research program is organized around two phases of analysis. The first phase involves empirically constructing multi-dimensional career lines through extensive synthetic cohort analysis of the 1970 Census Public Use Samples. The outcome will be a large number of empirically linked job sequences that describe changes and stabilities in the jobs of men and women that are formed by institutional and labor market structure. The concepts and career line information from the first phase will serve as the major dependent variables for the second phase of the study, which will investigate how individuals gain access to careers through entry portals through ages 18-30. The second phase involves measures of life-course concepts that affect an individual's access to careers. The sample to be used includes 6,795 males and females who were juniors and seniors in public high schools in the state of Washington from 1965-66. The data from each individual's life-course history will be interfaced with the career line information through the match of individual jobs and career line entry portals. The complementary data will provide the variation in individual access to a career line that can predict, model, and explain. Areas of policy significance have been identified, and plans for disseminating the information have been outlined. (BM)

ED 178 775 CE 023 424

Carter, Robert

Effective Vocational Training Procedures for EMR Students. Final Report.

Alabama State Dept. of Education, Montgomery. Div. of Vocational Education.
Pub Date-30 Jul 79
Note-58p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Check Lists, *Educable Mentally Handicapped, Food Service, Masonry, *Material Development, Mental Retardation, Secondary Education, *Teacher Developed Materials, Teaching Techniques, Trainable Mentally Handicapped, *Vocational Education, Vocational Education Teachers, Welding
Identifiers-Alabama

A project was conducted to train Jefferson County, Alabama, vocational education instructors in effective teaching techniques and to develop appropriate instructional procedures for educable mentally retarded students. Vocational education areas included in the project were welding, food service, and brick masonry. The project was conducted in two major steps. In the first step a series of workshops were held for six vocational instructors and six exceptional education teachers to develop appropriate materials and procedures for lessons. Initiation of the use of materials and procedures of the project and on-going evaluation activities constituted the second step in the project. Among the accomplishments of the project were the development of skill checklists for each vocational area and teaching materials such as flash cards, games, and taped materials. (The skill checklist and teaching materials developed are appended.) (LRA)

ED 178 818 CG 013 930

Surface, Susan, Ed. And Others

A Guide to Cooperative Appraisal: Improving Instruction Through Personnel Evaluation.

Montana Univ., Missoula. Div. of Educational Research and Services.
Spons Agency-Montana School Boards Association, Helena.
Pub Date-75
Note-85p.; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Educational Improvement, *Effective Teaching, Elementary Secondary Education, *Evaluation Criteria, Models, *School Personnel, *Self Evaluation, Teacher Responsibility
Identifiers-*Montana

This guide presents a cooperative appraisal plan for evaluating educators, and thereby improving instruction. The plan is based on identifying specific job targets as a way to meet the needs of the educators and their students. Educators on every level would work to describe their job responsibilities, pinpoint areas that need improvement, design a program of goals/activities to improve these areas, and, finally, to analyze and discuss these areas after the program has been carried out. The plan is geographically specific, but can serve as a model for other school districts nationwide. (Author/BMW)

ED 178 841 CG 013 954

Haggstrom, Gus W. Morrison, Peter A.

Investigating Adolescent Parenthood With the National Longitudinal Study of High School Seniors.

Rand Corp., Santa Monica, Calif.
Pub Date-Feb 79
Note-37p.; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Behavior Patterns, *Data Collection, Models, *Parental Background, *Parents, *Research Methodology, *Research Problems, Social Science Research
Identifiers-*National Longitudinal Study High School Class 1972

Adolescent parenthood was investigated based on a large panel study known as the National Longitudinal Study of the High School Class of 1972 (NLS) which has tracked over 22,000 adolescents who are now in their early 20's and have experienced many of the near-term consequences of early parenthood. Procedures for creating variables that mark entry into marriage and commencement of parenthood for the NLS respondents were conducted to rectify serious deficiencies in the NLS date base. A descriptive profile of four categories of respondents, i.e., late-adolescent parents, early-adult parents, adult parents, and nonparents, provides descriptive comparisons among parents and nonparents, as well as certain benchmark comparisons for validation purposes. Additionally, a statistical model for gauging the consequences of early parenthood addresses certain methodological issues in assessing consequences from data sets that contain data for both parents and nonparents. (Author)

Aukerman, Robert

Reading in Specific Content Areas, Developing a Profile of Problems in Reading in Your Content Area.

Pub Date-Jun 79
Note-15p.; Paper presented at the Annual Meeting of the West Virginia University Reading Center (1st, Morgantown, VA, June 27-29, 1979); For related document, see CS 005 092
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Content Reading, Elementary Secondary Education, *Needs Assessment, *Reading Ability, Reading Materials, *Reading Material Selection, *Student Attitudes, *Teacher Role, Teaching Techniques

Teachers can improve students' content reading by preparing reading profiles in terms of student abilities, instructional material selection, and content learning objectives. These profiles should contain the following elements: orientation questions that give the teachers their present bearings; the identification of the readability levels of textbooks, weekly news magazines, and ancillary materials used in the course; the identification of student reading abilities and learning potentials; the relationships between students' past experiences, their self-concepts, and their attitudes toward the subject; the teacher's own concept of a content teacher's role; the current trends in teaching the subject area; and the reading resources currently available in the content area. As teachers fill in the reading profile for their classes, they begin to see how they can enhance learning, improve performance, develop student thinking skills, motivate students, and effect change in the subject area. (RL)

ED 178 886 CS 005 122

Froese, V.

Rauding and SEERing: Judging Global Readability.

Pub Date-Nov 79
Note-10p.; Paper presented at the Annual Meeting of the National Reading Conference (29th, San Antonio, TX, November 29-December 1, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Comparative Analysis, *Evaluation, *Readability, *Readability Formulas, Reading Material Selection, *Reading Research, Teaching Experience

The 42 teachers enrolled in a graduate reading course participated in a study examining the application of the Rauding Scale and the SEER technique, two global readability procedures. After a lecture on the topic of readability, the teachers rated eight passages with both readability formulas, and these ratings were compared to the predetermined readability ratings according to Spache of Dale-Chall formulas. The results were as follows: the Rauding and SEER techniques did not result in similar readability ratings, although they both ranked the passages in a reasonably consistent order with the Spache/Dale-Chall ratings. There appeared to be little difference in the ratings of beginning or experienced teachers; neither technique seemed to favor a particular experience level group in a statistically significant manner. The SEER ratings are more highly correlated to the Spache and Dale-Chall formulas, and appear to be a reasonable alternative to those formulas if several raters are employed. (RL)

ED 178 958 CS 205 311

James, E. Nelson
Literary Magazines Who Needs Them?
Pub Date-Oct 77
Note-9p.; Paper presented at the Annual Meeting of the Associated Collegiate Press (53rd, New Orleans, LA, October 27-29, 1977)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anthologies, *Creative Writing, Educational Finance, Financial Support, Higher Education, Journalism, Journalism Education, Literary Criticism, School Publications, *Student Publications
Identifiers-*Literary Magazine

Justification for the publication of college literary magazines is offered in this paper. Among the reasons listed for continuing publication are: to fulfill writers' needs to see their work in print, to provide the opportunity for student editors to exercise their critical skills, and to bring enjoyment to readers. (AEA)

ED 179 240 IR 008 022

Sandner, Fred And Others

A Bibliography on the Storage and Care of Non-Book Materials in Libraries with Selected Annotations.

State Univ. of New York, Buffalo. School of Information and Library Studies.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Library Research and Demonstration Branch.

Pub Date-79

Note-62p.; For related documents, see IR 007 806, IR 007 832, IR 007 841, and IR 007 908-911

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annotated Bibliographies, *Audiovisual Aids, Films, Library Collections, *Library Materials, Magnetic Tapes, *Maintenance, Maps, Microforms, Phonograph Records, Photographs, *Storage

One product of a research project dealing with the storage and maintenance of non-book library materials, this annotated listing focuses on literature that discusses films, filmstrips, transparencies, slides, magnetic tape, maps, microforms, paintings, prints, phonorecords, photographs, and negatives. Titles dealing with the care of audiovisual materials in general are also included. (FM)

ED 178 737 CE 023 037

Hall, Budd L.

Creating Knowledge: Breaking the Monopoly; Research Methods, Participation, and Development. Working Paper No. 1.

International Council for Adult Education, Toronto (Ontario).
Spons Agency-Hazen Foundation, New Haven, Conn.
Pub Date- 77
Note-22p.; For related documents see CE 023 039-041
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Development, Adult Education, Case Studies, Decision Making, Developing Nations, *Educational Research, Guidelines, *Participant Involvement, Research Design, *Research Methodology, Research Tools, *Social Science Research, Surveys
Identifiers-*Participatory Research, Tanzania

Combining community participation in decision making with methods of social investigation, participatory research focuses on involvement of the subjects of the research in the research process. Adult educators are exploring this research method which, unlike quantitative research, serves the needs of individuals and not those of policy makers who need convenient, portable information and researchers who survive economically by collecting, packaging, and selling knowledge. Renewed attention has been brought to the weaknesses of the survey appoach, the most commonly used research method. It oversimplifies social reality and is therefore inaccurate; is often alienating, dominating, or oppressive in character; does not provide easy links to possible subsequent action; and uses methods which are not consistent with the principles of adult education. Work continues on finding alternative strategies, one of which is participatory research. This concept rests on the premises that a research process can immediately and directly benefit and is part of a total educational experience for the population involved in the entire dialectic process, that its object is the liberation of human creative potential and the mobilization of human resources for the solution of social problems, and that it has ideological implications. As an example, a Tanzanian village used this process to improve low-cost grain storage. (YLB)

ED 178 758 CE 023 201

Overly, Norman V., Ed.
Lifelong Learning: A Human Agenda.
Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date-79
Note-201p.; Footnotes will not reproduce well due to small print
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Access to Education, American Culture, Changing Attitudes, Community Study, *Continuous Learning, Curriculum, Delivery Systems, Educational Accountability, Educational Assessment, *Educational Attitudes, Educational Change, Educational Disadvantagement, Educational History, *Educational Objectives, Educational Policy, Educational Practice, Models, Opinions, Public Education
Identifiers-*Lifelong Learning

Focusing on lifelong learning and its relevance and importance to American education, this yearbook examines goals, obstacles, and suggested approaches. The first two of three parts are presented in an expressionistic style a collage of musings, vignettes, and headlines intended to raise questions and reflect the diversity of views in our pluralistic society and the broader global context. Part 1, The Search for Goals, includes a variety of observations, anecdotes, etc., dealing with the problems of establishing realistic and attainable goals for a nation of lifelong learners. Many selections are marked with musical cleff symbols signifying they are woofers, sometimes disturbing and sometimes solemn, and tweeters, sometimes humorous and sometimes annoying. Part 2, The Realities/The Obstacles, deals with events, accomplishments, failures, and problems that must be overcome. The third section, Coming to Terms, is a series of papers by individual authors on approaches to the linking of resources for lifetime learning. Topics include open education, curriculum as a human agenda, educational leadership responsibility, the individual as culture maker, and a comprehensive model for lifelong learning with learners, experiences, resources, and authentication as major components. Appended are brief profiles of the contributing authors and a directory of Association for Supervision and Curriculum Development board of directors and staff. (FP)

ED 178 983 CS 502 700

Cottrell, June, Ed.

Oral Communication K-9.

Michigan Speech Association.

Pub Date-79

Note-87p.

Available from-National Textbook Company, 8259 Niles Center Road, Skokie, IL 60077 ($3.75 paper)

Pub Type- Guides - Classroom - Teacher (052) - Books (010)

Document Not Available from EDRS.

Descriptors-*Communication Skills, *Course Objectives, Curriculum Planning, Elementary Secondary Education, Junior High Schools, *Language Skills, *Learning Activities, *Speech Communication, Teaching Methods, Teaching Techniques, *Units of Study

Identifiers-*Oral Language

This speech communication curriculum guide is designed to provide a comprehensive oral language curriculum, to suggest ways for integrating oral activities into other curriculum areas, and to stimulate ideas for using oral language in a holistic rather than a fragmentary learning environment. Following an introductory chapter on ``creating the climate,'' eight units provide information on building a view of self, building relationships, group communication, communicating through talks and speeches, storytelling, reading aloud, creative drama, and communicating through the media. Each unit contains lists of objectives, suggested learning experiences, evaluation tools, and available audiovisual materials, as well as a bibliography. (RL)

ED 179 008 EA 012 111

Levin, Henry M.

Educational Planning and Teaching-Learning Strategies The Notes of a Skeptic. IIEP Seminar Paper: 32.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date-77

Note-20p.; A contribution of the IIEP Seminar on Teaching-learning strategies and educational planning'' (March 8-12, 1976)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adoption (Ideas), *Cross Cultural Studies, *Educational Change, Educational Planning, *Educational Research, Educational Strategies, Elementary Secondary Education, Experimental Programs, *International Programs, Research Methodology

Identifiers-*Teaching Learning Strategies

The purpose of the teacher-learner strategy (TLS) project is ostensibly to test different instructional arrangements in different national contexts to see which ones obtain the best results. The logic of this approach is compelling. Yet it is the orderly appearance of the TLS project that might be its greatest problem. The doctrine of external appearances refers to an intellectual and reductionist treatment of a problem such that once a systematic set of procedures that appear to address a problem is adopted, it is assumed that the problem disappears. That is, the systematic set of procedures becomes the focus rather than the problem itself. Looking at the past, there is no evidence to support the view that programs such as the TLS have made any difference in measurable outcomes or in processes of schooling. Even if the TLS experiments are designed in ways that are technically acceptable with respect to sampling and data analysis, the pitfalls of cross-national experiments are overwhelming in four areas: specification and identification of treatments, the determination of appropriate criteria of effectiveness, the conduct of the experiment, and the interpretation and generalization of results. (Author/IRT)

ED 179 068 EC 122 178

Anderson, Stephen C. And Others
Texas Univ., Austin. School of Social Work.
Pub Date-79
Note-63p.; For related information, see EC 122 172-179
Available from-Resource Center on Child Abuse and Neglect, 2609 University, SWB 314, Austin, TX 78712 ($25.00 for printed materials only, $100.00 for entire package that includes printed and audio visual materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Abuse, Family Counseling, Family Problems, Inservice Education, *Neglected Children, *Paraprofessional Personnel, *Parent Education, Parent Participation, *Parent Workshops, *Volunteers

Module 6 of a seven module package for child protective service workers considers volunteer training programs for parent aide programs serving abused and neglected children and their families. Seven activities lead to the following outcomes: (1) determination of outcomes for initial training; (2) adaptation of training activities from other programs; (3) development of a workshop schedule; and (4) development of an inservice strategy for staff. Included are directions for using the media package and questions for discussion. (SBH)

ED 179 109 FL 010 843

Hicks, Diane Murphy, Dermot
Simulation Procedures in Remedial Work.
Lancaster Univ. (England). Inst. for English Lanugage Education.
Pub Date-Feb 79
Note-11p.; Best copy available
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Communicative Competence (Languages), *English (Second Language), Language Attitudes, *Language Instruction, *Remedial Instruction, Role Playing, *Second Language Learning, *Simulation, Teacher Attitudes

The experience of two teachers of English as a second language (ESL) in using simulation is described. Their success in developing communicative competence in young adult remedial ESL students is attributed to the fostering of realistic (i.e., lowered) self-expectations of achievable communicative ability. In developing specific language skills to meet specific needs, it was found that simulations, in which the student is allowed to maintain his/her own identity in a classroom task-completion situation, are more effective than role-playing situations in maintaining student interest and involvement. The success of simulation, however, is seen as depending on the ability of the teacher to project confidence in the usefulness of each task. (JB)

Mortimer, Kenneth P.

A Survey of American Experience with Faculty Collective Bargaining.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date-Jan 78

Note-27p.; Paper presented at the International Intervisitational Program in Educational Administration (4th, Vancouver, British Columbia, May, 1978)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Collective Bargaining, College Administration, *College Faculty, Employment Problems, *Faculty College Relationship, Government Employees, *Higher Education, Public Education, State Government, *State Legislation, Student Participation, Teacher Participation, *Unions

A survey of recent developments in faculty collective bargaining and its impact on American postsecondary education is presented. Faculty collective bargaining exists mainly in higher education institutions, with 85 percent of those participating coming from public sector campuses, in which 60 percent are community or junior colleges. The growth of faculty collective bargaining to date has closely paralleled state collective bargaining laws. About 34 percent of all public college and university campuses are unionized, and the figure is expected to reach between 40 and 50 percent by 1980. It is observed that generally state laws do not recognize college and university faculty as special categories of public employees, that there is considerable variability among the states with regard to the formal structural relationship between the institution and the state under collective bargaining, that there is considerable interstate variability as to what may be included or excluded from the scope of bargaining, and that collective bargaining provides a framework for a redistribution of authority and responsibility. The impact of bargaining on faculty governance is explored and the role of faculty participation in governance is considered. Questions assessing the potential impact of bargaining on campus governance structures are presented. The financial impacts of bargaining are examined and a summary of student involvement in the bargaining process is provided. (Author/PHR)

Fitzgerald, M. L.

Computer Science and Technology: Common Command Language for File Manipulation and Network Job Execution: An Example.

National Bureau of Standards (DOC), Washington, D.C.
Report No.-NBS-SP-500-37

Pub Date-Aug 78
Note-33p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-003-01965-8, $1.50)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Information Networks, *Information Retrieval, Information Storage, *On Line Systems, *Programing Languages, Task Performance
Identifiers-Resource Sharing

Recognizing that the use of resource sharing capabilities provided by computer networks is inhibited by the requirement that the user become familiar with the varied command languages and protocols of each accessed system, this report presents a general approach to solving the problem using an intermediary system to support a set of common commands for file manipulation and network job execution. Tested in an experiment with four different systems, this common command language permits the network user to easily transfer files between varied systems of the network and provides the capability to execute programs at particular hosts using data that may not initially be available where the program is to be executed. An account of the development and implementation of the command language is followed by a description of its usage in system interconnection, intrasystem file handling, intersystem file transporting, and network job execution. An appendix provides a display of the command language and a list of pertinent references. (FM)

ED 178 719 CE 022 757

Carpenter-Huffman, Polly
Putting On-the-Job Training under New Management to Improve Its Effectiveness. The Rand Paper Series.
Rand Corp., Santa Monica, Calif.
Report No.-Rand-P-6314
Pub Date-Mar 79
Note-28p.; Paper presented at the Biennial Maintenance Training and Aiding Conference (3rd, Orlando, Florida, February 28-March 2, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Armed Forces, Educational Needs, Educational Programs, *Equipment Maintenance, Instructional Improvement, Maintenance, *Military Training, *On the Job Training, *Program Effectiveness, Program Improvement, Trainers, Work Environment

Effectiveness of on-the-job training (OJT) in maintenance has become more important in recent years due to increased technological sophistication of military equipment and systems, the diversity of tasks which a service person may be asked to perform, and the need for persons to have skills necessary to move within their speciality area. There are deficiencies in current OJT including problems caused by the work situation and environment and the way the trainee is managed within it. In addition, problems arise when there is failure to enhance the work experience with proper resources, most importantly trainers. There is a lack of qualified OJT trainers and, even when available, good trainers may be poor instructors. A general solution is to formalize the task training portion of OJT in each operating unit. All apprentices should master certain skills identified by informed and concerned supervisors. The quality of instiuctors must be upgraded and task training must be done realistically (using actual equipment, experiencing malfunctions and unscheduled maintenance). Training should be given when the need arises. Management of training must insure relevance to the job. Successful training programs include the Air Force Task Oriented Training and Maintenance Training Management. (FP)

ED 178 798 CG 013 903

Monroe, Sarah D. And Others

Stretching Your Food Dollar: A Learning Module.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-G007604713
Note-54p.; For related documents see CG 013 902 and CG 013 905-907
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavior Patterns, *Consumer Education, *Consumer Protection, Counselors, *Financial Needs, *Food, Life Style, *Older Adults, Purchasing, Self Help Programs, Workshops

This manual is designed to assist those helping professionals responsible for developing consumer education programs for older adults on the topic of food purchasing and costs. In a modular presentation format, the materials focus on the follwing areas of concern: (1) information on food buying; (2) planning the food budget; (3) shopping for good nutrition; (4) guidelines for buying food; and (5) money-saving tips. Workshop guidelines, a program checklist, learning objectives, a facilitator's guide, supplemental materials such as puzzles and transparency masters, and references are also provided. (HLM)

ED 178 911 CS 205 250

Robinson, John P.; Jeffres, Leo W.

The Changing Role of Newspapers in the Age of Television. Journalism Monographs No. 63.

Association for Education in Journalism.
Pub Date-Sep 79
Note-35p.; Tables may not reproduce
Available from-AEJ Publications Manager, School of Journalism and Mass Communications, University of Minnesota, Minneapolis, MN 55455 ($2.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, Behavioral Science Research, Behavior Patterns, Books, Comparative Analysis, *Information Sources, *Mass Media, *Media Research, *Newspapers, Periodicals, *Reading Habits, Television, *Television Viewing, Use Studies

Between 1959 and 1975, television replaced newspapers as the public's major source of news. To examine this trend in further detail, a national sample of 1,519 adults were asked to construct diaries of their activities during one day in the fall of 1975. These adults were also interviewed for their use of television news and newspapers. In a static context, the media appeared to follow a supplementary rather than complementary/competitive pattern. In a cross-time context, however, free time increased significantly from 1965 to 1975, while time devoted to newspapers decreased. Moreover, television viewing increased dramatically, particularly among older people. Increased television viewing was found for younger people, but the younger age groups also gave evidence of a ``tradeoff'' between newspapers and more specialized media (magazines and books). The results suggest that American television's second stage of development, in which news and reality-oriented content increased, made inroads on newspaper reading habits. In its third stage of development, the coming age of more personalized packaging via tapes and discs, television may challenge the specialized media of magazines and books. (RL)

ED 178 933 CS 205 279

Sutton, Wendy K.

A Study of Selected Alternate Literary Conventions in Fiction for Children and Young Adults and an Examination of the Responses of Professionals Influential in Juvenile Literature to the Presence of These Conventions.

Pub Date- 75

Note-31p.; Research prepared at the University of British Columbia

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescent Literature, *Childrens Literature, Content Analysis, *Fiction, *Literary Analysis, *Literary Conventions, *Literary Criticism, Literature Appreciation, Research

A study was conducted for the purposes of demonstrating the presence of literary innovation in contemporary juvenile fiction and of assessing the way in which influential reviewing media and professional textbooks on children's literature responded to such a presence. To accomplish the first purpose, a survey of literary criticism was performed, and the identified literary conventions were validated through a questionnaire sent to 25 authorities on juvenile literature. Of the 22 conventions offered for validation, 20 were accepted, including the use of episodes, antiheroes, zany characters, and dialects. Selections from 15 books demonstrated that these 20 literary conventions could be found in contemporary juvenile literature. To accomplish the second purpose of the study, an instrument was prepared to assess 72 reviews and seven textbooks of juvenile literature. These reviews and textbooks had more favorable than unfavorable responses to the 20 literary conventions, but also included a substantial proportion of neutral and mixed attitudes toward the presence of selected literary conventions in juvenile literature. The data suggest that juvenile textbook authors need to be more aware of the innovations and changes occurring in contemporary juvenile literature, adult literature, and literary criticism. (RL)

ED 178 959 CS 205 313

Jenkinson, Edward B.
Censors in the Classroom: The Mind Benders.
Pub Date-28 Dec 79
Note-184p.
Available from-Southern Illinois University Press, Post Office Box 3697, Carbondale, IL 62901 ($12.50 cloth)
Pub Type- Books (010) - Historical Materials (060) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Academic Freedom, *Censorship, Elementary Secondary Education, *Freedom of Speech, Moral Issues, *Reading Material Selection, Student Rights, *Textbook Content, *Textbook Evaluation

Selected incidents of censorship in the schools are examined in this book, and suggestions are made for preserving students' and teachers' rights. The aim is to offer a calm, rational, informed discussion of censorship issues and an awareness of the organization and goals of pressure groups so that censorship efforts can be countered effectively. Chapters of the book consider specific censorship incidents, the targets of the censors, the identification of organized pressure groups that promote censorship, the textbook analysts and their attempts at censorship, the student's right to know, the teacher's right to teach, and ways to protect the rights of students and teachers. (RL)

ED 179 045 EC 122 018

Ross, E. Clarke

Comprehensive Services for Independent Living: Getting Ready for First Year Implementation.

United Cerebral Palsy Associations, Inc., Washington, D.C.
Pub Date-Jul 79
Note-16p.
Journal Cit-Word for Washington Analysis: v8 n5 Jul 1979
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Child Advocacy, *Compliance (Legal), Consumer Protection, *Federal Legislation, Individual Power, Normalization (Handicapped), *Self Help Programs, Services, *Severely Handicapped, *Vocational Rehabilitation
Identifiers-*Comprehensive Services for Independent Living Act, *Independent Living

The paper traces the legislative background and implications of Title VII of P.L. 95-602, the Comprehensive Services for Independent Living Act, intended for those individuals with disabilities sufficiently severe that their employment potential is limited but who may still benefit from vocational rehabilitation services to help them live and function independently. Reviewed are the definitions of services included in the law and discussed are state allotments. The concept of independent living (IL) as a consumer movement and a social phenomenon characterized by consumerism, self help, and demedicalism is analyzed, and specific services closely associated with the IL movement are seen to include advocacy, peer counseling, attendant care, architectural barrier removal, adapted housing, and adapted transportation. Among issues addressed at IL forums in 1979 were eligibility; scope of services; vocational rehabilitation involvement and responsibility, and private agency services. Funding issues and appropriations decisions are considered. (CL)

ED 179 089 FL 010 822

Inman, Marianne

Foreign Languages, English as a Second/Foreign Language, and the U.S. Multinational Corporation. Language in Education: Theory and Practice, No. 16.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Note-48p.
Available from-Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209 ($4.95)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Business, Cross Cultural Training, *English (Second Language), Foreign Countries, *Foreign Nationals, Foreign Workers, International Relations, Interpreters, Job Enrichment, Job Skills, Language Instruction, Language Programs, *Overseas Employment, *Second Language Learning, Second Languages, Teaching Methods, *Translation

Characteristics of corporate language training programs and policies, and the role of translation and interpreting were studied. Of particular interest was the extent to which language requirements and language training are included in corporate planning. Also investigated was the extent to which occupationally oriented special purpose language training is included in the language training provided to corporate employees. Responses were obtained to a 12-page questionnaire from 129 American firms doing business abroad. Among the findings are the following: (1) Spanish is the language most studied by U.S nationals going abroad to work and also the language most involved in translation and interpreting; (2) U.S. corporations doing business abroad rely primarily on English as the business and the means of communication; (3) language training is provided to a majority of U.S. national employees going overseas and outranks technical, cultural, and managerial training in the type of training provided; (4) languages for special purposes training is only rarely included in U.S. national employees' preassignment language instruction; (5) English is generally the language in which technical training is given to non-U.S. national employees overseas; and (6) a far greater commitment exists to language training (specifically English language training) for non-U.S. national employees than for U.S. national employees. A bibliography is included. (SW)

ED 179 148 HE 011 969

Enrollment Management Study II: Western Washington University.
Western Washington Univ., Bellingham.
Pub Date-Oct 79
Note-46p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgets, *College Planning, *Comparative Analysis, Credits, Educational Economics, *Enrollment Projections, Facilities, Full Time Faculty, Futures (of Society), Higher Education, Housing, Institutional Characteristics, Institutional Research, *Resource Allocations
Identifiers-*Western Washington University

Two options for enrollment management taken from an earlier study at Western Washington University are examined to determine the effects of various enrollment levels. The two scenarios are presented along with a description of various policies that could be used to meet enrollment goals. The methodology and enrollment projection model used to develop the options are described and a discussion about state and local population trends is included. Eight primary variables are considered under each option: operating budget, student credit hours, full-time equivalent faculty, administrative exempt positions, classified staff positions, housing occupancy, library acquisition funds, and facilities. Data for each option as well as actual figures for 1978-79 are tabulated. Scenario I assumes that the University would set a voluntary enrollment limitation of 10,000 annual average headcount students. The annual operating budget would be limited to approximately 30 million dollars. Aspects of this plan that affect individual academic departments and the fiscal implications are investigated. Scenario II presents an unregulated scenario with an estimated enrollment range of 10,000 to 13,000. It is suggested that although total enrollments in the two options differ only by a few thousand, there is a considerable difference in their consequences for and the resulting nature of the university. (SF)

ED 178 084 CE 019 279

Baker, Robert F. And Others

Technical Assistance in Evaluating Career Education Projects. Final Report. Volume III: The Career Education Instrumentation Substudy.

NTS Research Corp., Durham, N.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Contract-300-76-0312
Note-105p.; Some of the tables in this document contain small print and will not reproduce well; For related documents see CE 019 277-281
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Career Education, Educational Objectives, Elementary Secondary Education, *Evaluation, Evaluation Methods, Field Studies, Measurement Instruments, Models, Technical Assistance, *Test Construction, *Test Results, *Test Selection, *Test Validity

This document contains the third of five volumes reporting the activities and results of a career education evaluation project conducted to accomplish the following two objectives: (1) to improve the quality of evaluations by career education projects funded by the United States Office of Career Education (OCE) through the provision of technical assistance to fifteen of these projects; and (2) to identify, as a result of this technical assistance effort, a field tested model which can be used by other career education projects funded by OCE in future evaluation efforts. This volume contains the rationale, procedures, and results of the outcome and process instrument validation and construct definition activities. The first of five chapters discusses the need for adequately validated career education instruments and presents the learner outcomes used in the evaluation. Chapter 2 provides justification for the logic of construct definition, and chapter 3 presents the techniques used in the construct definition procedure. Chapter 4 discusses the selection and development of the instruments used, and chapter 5 presents the results of the substudy. (BM)

ED 178 819 CG 013 931

Allen, Ben P. Potkay, Charles R.

Inconsistency Across Time and Situations: A Decade of Research Using the Adjective Generation Technique (AGT).

Pub Date-79

Note-23p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Identification (Psychological), Longitudinal Studies, *Personality Assessment, Rating Scales, Research Methodology, *Response Mode, *Self Evaluation, Statistical Analysis, *Time Factors (Learning)

Identifiers-*Adjective Generation Technique

The Adjective Generation Technique (AGT) has been used in studies to demonstrate that subjects' responses show variations from one point in time to the next. To examine this hypothesis, longitudinal studies were undertaken where subjects were asked to generate five words to describe themselves on each of 29 days. Some conclusions drawn were that: (1) people perform different behaviors on different contiguous days, thus manifesting different traits'' on different days; (2) this variability is partially controlled by variability in significant life events''; (3) individual differences in such variability are apparent, but even relatively consistent people vary considerably; (4) self-monitoring may in part explain the variability; (5) a few situations determine much the same behavior in different people; (6) males and females do not differ in variability, but females have lower over-all AGT favorability scores; and (7) a subject's description of her true self'' changes from one point in time to the next. (Author/BMW)

ED 178 842 CG 013 955

Hollander, Marcus J. Macurdy, E. Ann

Alcohol and Drug Use Among Vancouver Secondary School Students: 1970, 1974 and 1978.

British Columbia Dept. of Health, Vancouver.

Pub Date-Nov 78
Note-290p.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Alcoholism, *Behavior Patterns, Comparative Analysis, *Drug Abuse, Followup Studies, Foreign Countries, *Marihuana, Secondary Education, *Secondary School Students, *Student Behavior
Identifiers-*Canada (Vancouver)

In 1970, 1974 and 1978 similar surveys of alcohol and drug use were conducted using 10% random samples of Vancouver secondary school students (grades 8-12). The reported use of alcohol increased from 61% in 1970 to 71% in 1974 and 78% in 1978, while the use of cannabis increased from 39% in 1970 to 42% in 1974 and 47% in 1978. The use of tobacco, at 72% in 1978, had increased from 64% in 1974. Stimulant use was about the same between 1974 and the 1978 rate of 15%. The use of hallucinogens, inhalants and heroin remained stable at about 20%, 10% and less than 2% respectively, between 1974 and 1978 but the use of depressants decreased slightly. More than eight percent of students reported having used cocaine. By 1978, girls had become almost as likely to use alcohol or drugs as boys, while in 1974 they were less likely to do so; drug usage also increased with age. Patterns of multiple drug use were qualitatively the same between 1974 and 1978. As in 1974, the 1978 sample showed little difference between those who had and had not received drug education in both their knowledge and use of drugs. (Author)

ED 178 865 CS 005 092

Aukerman, Robert

How Can the Classroom Teacher Match Content Area Reading Materials with the Needs and Abilities of Students?

Pub Date-Jun 79
Note-26p.; Paper presented at the Annual Meeting of the West Virginia University Reading Center (1st, Morgantown, VA, June 27-29, 1979); For related document, see CS 005 091
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Content Reading, Elementary Secondary Education, *Readability, *Reading Ability, *Reading Level, *Reading Materials, *Reading Material Selection

Teachers can match content reading materials with student needs and abilities in a number of ways. If textbooks are the main or only source, teachers can group students according to textbook difficulty, conduct student surveys of specific topics in the textbook, and use the textbook as a sampler or starting point for more in-depth studies of topics. Teachers can also use a multitext approach, offering students a variety of combinations of materials. The multitext approach would include classroom news magazines such as Current Events'' or Senior Scholastic,'' a classroom clipping file of mass media articles on content subjects, anthologies like the Reader's Digest Science Readers,'' ancillary books that were previously considered outside reading,'' high interest/low vocabulary books, commercial magazines of interest to children and adolescents, reference books, encyclopedias, and books of facts. By providing students with a wide variety of reading materials at varying reading levels, teachers enable all their students to enjoy reading as a learning activity. (RL)

ED 178 887 CS 005 123

Wisconsin Handbook for Reading Improvement: Section A The National, State & Local Right to Read Effort.

Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-79
Note-9p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Literacy Education, Program Descriptions, *Program Design, *Reading Improvement, *Reading Programs, *Resource Guides
Identifiers-*Right to Read

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This first booklet is an overview of the Right to Read effort at the national, state, and local levels. In addition to background material, it explains the two concepts that frequently guide Right to Read activities the umbrella concept and the multiplier effect. Strategies for both state and local education agencies are presented, along with a suggested model flow chart. (AEA)

Hampel, Angelica And Others

Support Services for Exceptional Students: Los Angeles, Santa Barbara, and Ventura Counties.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 78

Grant-G007702227

Note-107p.; See EC 121 264-272 for other California counties.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adults, *Agencies, *Ancillary Services, Community Agencies (Public), *Exceptional Child Services, *Handicapped Children, Mainstreaming, Prevocational Education, Private Agencies, Resource Guides, Secondary Education, State Agencies, *State Programs, Vocational Directors, *Vocational Education, Vocational Rehabilitation

Identifiers-*California

Intended for use by vocational administrators responsible for mainstreaming handicapped students into vocational education classes, the resource guide lists and describes governmental and private agencies that provide vocational programs and support services for the handicapped on a local and statewide basis in the California counties of Los Angeles, Santa Barbara, and Ventura. The agencies are presented alphabetically, grouped by counties, with a separate section for statewide agencies. A listing of agencies by relevant handicapping conditions is also provided. Under each agency is listed its name, its specific concern, the handicapped groups it serves, its intended users, the specific services it provides, its address, and any costs of its services. The agencies described provide the following types of vocational and support services: vocational testing and evaluation, vocational counseling, prevocational training, work adjustment, sheltered workshops, work activities, building and equipment adaptation, job placement and referral, independent living skills, information and referral, legal advice, diagnosis and evaluation, psychological services, physical therapy, speech therapy, occupational therapy, special aids and appliances, braille and tape transcription, mobility and orientation training, deaf interpreting, medical services, instructional materials, educational assessment, academic tutoring, and advocacy. (DLS)

ED 179 069 EC 122 179

Anderson, Stephen C. And Others
Texas Univ., Austin. School of Social Work.
Pub Date-79
Note-36p.; For related information, see EC 122 172-179
Available from-Resource Center on Child Abuse and Neglect, 2609 University, SWB 314, Austin, TX 78712 ($25.00 for printed materials only, $100.00 for entire package that includes printed and audio visual materials)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Role, *Child Abuse, Family Counseling, Family Problems, *Neglected Children, *Paraprofessional Personnel, Parent Education, Parent Participation, *Parent Workshops, *Program Administration, *Volunteers

The final module of a seven module package for child protective service workers addresses management system skills necessary to maintain a volunteer parent aide program for abused and neglected children and their families. Four program activities center on the following: (1) listing what the agency will provide the volunteer; (2) developing guidelines for volunteer case assignments; (3) developing guidelines for the volunteer's first visit with the family; (4) developing a plan for supervising volunteers; and (5) outlining a volunteer support system. Included are directions for using the media package and questions for discussion. (SBH)

ED 179 129 HE 011 817

Andreen, Brian, Ed.
Research in Chemistry at Private Undergraduate Colleges.
Council on Undergraduate Research, Minneapolis, Minn.
Pub Date-Jan 79
Note-268p.
Available from-Council on Undergraduate Research, 4570 W. 77th St., Minneapolis, MN 55435 ($8.00 prepaid)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Chemistry, *College Faculty, Departments, Higher Education, Institutional Characteristics, *Private Colleges, Publications, *Researchers, *Research Projects, *Scientific Research, Student Characteristics, Teacher Background, Teacher Characteristics, Undergraduate Study

A directory, sponsored by the Council on Undergraduate Research, provides information on research in chemistry at private undergraduate colleges. A department profile and a faculty profile are provided for 93 colleges. The department profile is designed to provide information on the available human resources, facilities, and financial support. The human resources section consists of data on the students, faculty, and staff. Numbers provided on the faculty and support staff are for the fall of 1978, and student data are for the 1978 graduating seniors and for the graduating seniors, 1973-74 through 1977-78. The faculty profile provides data on the education, publications, and research interests of each faculty member. Each faculty member could list up to five papers over the five-year period 1978-78 and when the actual number exceeded this, could provide a notation to that effect. Each individual also listed any research grants active as of the fall of 1978. (SW)

ED 179 184 HE 012 021

Lane, Marcia S., Ed.

Health Services Administration Education, 1980. An Annual Publication.

Association of Univ. Programs in Health Administration, Washington, D.C.

Spons Agency-Johnson and Johnson Associated Industries Fund, New Brunswick, N.J.

Pub Date-79

Note-273p.

Available from-Association of University Programs in Health Administration, One Dupont Circle, Suite 420, Washington, DC 20036 ($5.95 plus $.70 postage and handling)

Pub Type- Reference Materials - Directories/Catalogs (132)

Document Not Available from EDRS.

Descriptors-Accreditation (Institutions, *Administrator Education, Career Opportunities, College Admission, *College Programs, Comparative Statistics, Enrollment Rate, Foreign Countries, *Graduate Study, *Health Occupations Education, Health Services, Higher Education, Institutional Characteristics, Program Descriptions, Statistical Data, *Undergraduate Study

Identifiers-*Allied Health Occupations Education, Canada, Masters Programs

Up-to-date information as of January 1979 is presented on Canadian and U.S. undergraduate and graduate programs in health services administration. The first section presents an introduction to career opportunities in the profession, comments on the nature of education in health services administration, and offers suggestions on how to identify the educational program that best meets the student's needs. Sections are presented on undergraduate and graduate programs in health services administration. Each entry includes the name and address of the program, program goals, and information on admissions requirements, application procedures, financial assistance, program length, number of students enrolled, and placement activities. Estimated expenses for the 1980-81 school year are also included. Additional sections include: the official list of accredited master's programs; accreditation applicable to graduate programs; new entrants and degrees granted at undergraduate education programs; number of students enrolled and master's degrees granted; full-time faculty at undergraduate and graduate programs; summary of professional society membership; health services administration programs and centers for advanced study located outside of North America; and an index of both undergraduate and graduate health services administration education programs. (SW)

ED 170 228 IR 007 890

Gabriel, Ron

A Study of Listening Areas in Public Libraries of the United States.

Pub Date-Dec 78

Note-37p.; A student research paper submitted to the School of Library and Information Sciences, Brigham Young University

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitudes, *Audiovisual Centers, Interaction Process Analysis, *Listening Habits, Phonograph Records, *Public Libraries, Questionnaires, Surveys, Use Studies

Identifiers-*Library Users

A study was conducted to explore user attitudes in public library listening areas and potential interaction problems between librarians and patrons in these areas. A questionnaire, sent to audiovisual department heads and their assistants in a random sample of 80 public libraries in cities with populations over 100,000, provided data for statistical analysis. Librarians responded to questions about facilities in the listening area, written or unwritten policies governing use, listening habits, problem patrons, restrictions, and morale problems. Data from the 105 questionnaires returned were analyzed using FREQUENCIES and CROSSTABS, subprograms of the Statistical Package for the Social Sciences. Findings are discussed in the context of crosstabulations of questionnaire variables, conclusions reached, and recommendations for additional research. The questionnaire and cover letter complete the report. (SW)

ED 170 247 IR 008 174

Saettler, Paul

An Assessment of the Current Status of Educational Technology.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0015
Note-37p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-38; $3.00 prepaid)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational History, *Educational Technology, *Futures (of Society), *Instructional Design, Learning Characteristics, Media Selection, Research Problems, Systems Approach
Identifiers-Information Analysis Products

An analysis of the historical roots of educational technology is followed by discussions of concerns for instructional design and media selection, systematic approaches to instruction, and the future uses of technology for the delivery of instruction and information. The development and growth of the field are explored, future applications of advanced technologies are proposed, and the need for more refined theories of information processing in describing how people learn is pointed out. This paper includes definitions of educational technology, as well as discussions of the use of media in delivering instruction, various uses of computers in education, and the development of new products that will impact on the field. Problems facing educational technologists are reviewed, and additional research to identify individual characteristics that influence learning is recommended. (RAO)

ED 178 702 CE 022 278

Otto, Luther B.

Alternative Tracking Methods in Panel Studies: Their Costs and Relocation Rates.

Boys Town Center for The Study of Youth Development, Neb.

Pub Date-Oct 78

Note-66p.; Paper presented at the National Institute of Education Alternative Design Conference (Washington, D.C., October, 1978); For a related document see CE 022 277

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Expenditures, *Followup Studies, *Longitudinal Studies, *Research Methodology, *Research Problems, State of the Art Reviews, *Tracking

Identifiers-*Career Development Study of Boys Town Center NE, *Panel Studies

This document discusses methodological issues involved in tracking panel respondents. (Panel studies are descirbed as a type of longitudinal study which requres gathering data from the same individuals at more than one point in time.) First, an overview is presented of representative studies which follow different tracking methodologies that have contributed to the current state-of-the-art in tracking procedures. On the basis of these and related studies, suggested criteria are made for assessing the feasibility of conducted follow-up studies and the degree of difficulty that may be anticipated in tracking former respondents. Next, procedures are outlined that were followed in the panel study conducted for the Career Development Study, a current effort at relocating over 6,800 former high school students after a 12-to-13-year interval (see CE 022 277 for details of this study). Finally, detailed documentation is presented of the response rates and expenditures associated with these procedures. (BM)

ED 178 776 CE 023 426

Frazier, William D.

A Survey of Nurse Training Needs in Oklahoma Health Care Institutions. Final Report.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Pub Date-Oct 79

Note-45p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Attitudes, Educational Needs, Employment Opportunities, *Employment Patterns, *Employment Projections, Hospitals, Manpower Needs, Medical Education, *Needs Assessment, *Nurses, Nurses Aides, Nursing Homes, Planning, Practical Nurses, Surveys

Identifiers-*Oklahoma

A study was conducted to identify staffing patterns for nursing personnel in the health care institutions of Oklahoma in order to predict future needs for nursing education and training. Structured interviews with administrators and directors of nursing from eighteen hospitals and eighteen nursing homes were used to elicit demographic data concerning each institution, desired staffing patterns, and identification of the most critical training needs for nursing personnel. Results of the survey indicate that (1) staffing patterns differ between hospitals and nursing homes, (2) when licensed and/or registered nurses are available, there will be a significant reduction of nursing aides in hospitals and an increase of registered nurses and licensed practical nurses in nursing homes, (3) the most critical need for nursing services in both types of institutions is more clinical training pre-service, and (5) a critical need for geriatrics training is also a problem in nursing homes. (The nursing interview questionnaire and the nurse training competency opinionnaire are appended.) (Author/LRA)

ED 178 797 CG 013 904

Gittman, Betty

Selected Demographic and Attitude Variables in Relation to Women's Motivation for Full-Time Employment, Part-Time Employment, Full-Time Homemaking and Volunteer Work.

Pub Date- 75
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Attitudes, Demography, Economic Status, *Education Work Relationship, *Employment, Family Relationship, *Females, Housewives, Job Satisfaction, *Motivation, Volunteers, Working Women
Identifiers-*Satisfaction

The motivations of 275 women who were employed full-time, employed part-time, homemakers full-time or vounteeer workers were studied. Analysis of variance was used to test for differences between motivational groups within employment status categories on the demographic variables of personal income, age, educational level and number of children and on the attitude variables of satisfaction with employment status, marital happiness, general happiness, husband's attitude, satisfaction with family relationships and sex role attitude. It was concluded that relationships existed between motivation for full-time employment and general happiness, between motivation for part-time employment and age of subject and number of children, between motivation for full-time homemaking and age of subject, number of children, satisfaction with employment status and husband's attitudes, and between motivation for volunteer work and satisfaction with family relationships. Analysis of variance was used to test for differences between the employment category groups (disregarding motivation) on the demographic and attitude variables. Differences between the groups were observed on the variables of number of children, educational level and personal income level. (Author)

Watt, James H., Jr. van den Berg, Sjef

Media Coverage in a Community Controversy: Initial and Subsequent Effects.

Pub Date-May 79
Note-32p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, PA, May 5-7, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communication (Thought Transfer), *Data Collection, Mass Media, *Media Research, *News Media, Newspapers, Radio, *Research Methodology, Surveys, Television, *Time
Identifiers-*Communication Research, *Media Effects

The choice of time lag between variables can affect surveys of public opinion and audience behavior, according to this report on the effects of media coverage of the controversy surrounding the operation of the supersonic transport Concorde out of Dulles Airport, near Washington, D.C. Five theories of media effects are outlined, including direct effects, indirect effects, reverse effects, agenda setting, reverse agenda setting, and reinforcement effects. Two major techniques for collection of media and audience data multiple wave and continuous time measurement are discussed and contrasted in this study of public reaction to a major controversy. Multiple wave data collection is described as taking place at a relatively small number of time points, usually separated by fairly long time periods; continuous time measurement is described as taking place over the duration of a study at a large number of time points. Results indicated that the multiple wave technique of data collection gives no indication of the effect that media has on public opinion or audience behavior, and that the continuous data collection technique reveals that the media had only an initial effect on public opinion. (AEA)

ED 178 984 CS 502 701

Rogers, L. Edna And Others

Message Control Intensity: Rationale and Preliminary Findings.

Pub Date-Nov 79
Note-37p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Communication Problems, Communication Skills, *Evaluation Methods, *Interaction Process Analysis, *Interpersonal Relationship, Social Relations, Speech Communication, Spouses, *Validity
Identifiers-*Communication Research

The discussions of four family-related topics by 85 married couples were recorded and analyzed to test the validity of an expanded version of the relational communication coding system developed by L. Edna Rogers and Richard V. Farace. The expanded version of the system is based on the implicit intensity continuum that underlies the communication coding scheme. The exploratory correlational analyses between message intensity and pronoun usage, transactional structures, control maneuvers, and measures of rigidity/stability supported the coding system's utility and construct validity. The intensity measures suggested a homeostatic nature of conversations among persons in long-term relationships. The conversations appeared to revolve around some intensity set point'' in consistent ways. The intensity measures also helped to further describe and differentiate married couples in terms of dominance patterns and the differential uses of control maneuvers. (RL)

ED 179 007 EA 012 113

Tibi, Claude Thorkildsen, Fridtjov

Objectives and a Model for Identifying Training Needs for Educational Planning and Administration. IIEP Seminar Paper: 35.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date-77

Note-49p.; A contribution to the IIEP/SIDA Seminar on Changing needs for training in educational planning and administration'' (September 27-October 1, 1976)

Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrative Personnel, Educational Administration, *Educational Change, *Educational Needs, Educational Research, Federal Government, Foreign Countries, *Models, Public Officials

This paper describes the objectives of the research undertaken by the International Institute for Educational Planning and the model adopted for defining training needs for administrators in national departments of education. From the conceptual point of view, this model comprises three successive and complementary phases. The phases are the definition of the principal factors underlying the disparity between the actual development of education and the avowed aims of educational policy; the formulation of a series of internal reforms compatible with the major constraints and designed to make planning more coherent and effective and the administrative system more fuctional and better suited to changes in the nature of its tasks; and the definition, where high posts are concerned, of training programs designed to facilitate and initiate some of the reforms mentioned above. The appendix contains a scheme developed on the basis of the theoretical and conceptual assumptions presented in the body of the paper. The objective of the scheme is to give some guidelines for how training information could be collected. The methodological procedure is divided into six phases initiation, first analysis, planning, data collection, second analysis, and recommendation. (Author/IRT)

ED 179 110 FL 010 847

Turcotte, Denis

La culture politique du Mouvement Quebec Francais Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-76 [redacted]

Note-102p.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Bilingualism, Cultural Awareness, *Cultural Factors, Culture, Culture Conflict, Ethnicity, Ethnocentrism, *French, *Language Attitudes, Monolingualism, *Organizations (Groups), Political Attitudes, Political Influences, Political Issues, *Political Power, *Self Actualization, Social Influences, Social Psychology, Sociolinguistics, Values

Identifiers-*Quebec

This study of the " Mouvement Quebec Francais (MQF)" covers the period from March 1971 through Spring 1974. The fundamental postulate of the study is that if the political culture is internalized by individuals, it is at the same time borne by groups. The study of groups represents, therefore, a good vehicle to reveal the most significant validating systems of Quebec society. The presentation of this study has five parts: (1) the formation and composition of the MQF with emphasis on the significance of the presence within the movement of representatives of labor unions and agriculture; (2) analysis of the situation, specifically of the ideological discourse of the MQF with regard to its position on the French language, bilingualism, and its solution to the problem; (3) an analysis of the organization itself and its objectives with emphasis on its resources, strategies, modes of action, and factors working against its stated objectives; (4) an analysis of the goals which motivate the positions and actions of the MQF, in particular as they are expressed in the concepts of authority, participation, and change; and (5) a general conclusion presenting the results of the study as compared with the hypotheses, an analysis of the MQF's value system and the degree to which variations in its activity might have affected its feelings of competence, power and self-confidence, and suggestions for changes which might increase the influence of the MQF. (AMH)

ED 179 166 HE 011 997

Minor, Michael J. Murray, James R.

Public Concepts of the Values and Costs of Higher Education, 1963-1974. A Preliminary Analysis.

National Opinion Research Center, Chicago, Ill.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jul 74
Grant-SSR72-03449A04
Note-344p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Role, *Costs, *Educational Benefits, Educational Finance, *Higher Education, Interviews, *National Surveys, *Public Opinion, Questionnaires, Research Methodology, Sampling, Statistical Data, Values
Identifiers-Continuous National Survey, National Opinion Research Center

Statistical data are presented on interviews conducted through the Continuous National Survey (CNS) at the National Opinion Research Center in Chicago and based on results reprinted from Public Concepts of the Values and Costs of Higher Education,'' by Angus Campbell and William C. Eckerman. The CNS results presented in this report are based upon data collected from May 3, 1974 through May 30, 1974 (Cycle 12). The sampling design that is used in the CNS is based on 101 Primary Sampling Units throughout the continental United States, each of which contains six distinct sampling segments. A total of approximately 700 interviews were obtained from these segments every four weeks, a period referred to as a cycle. The sampling procedure used as a basis for the personal household interviewing is generally referred to as a full probability method. Survey questions are appended. (SW)

ED 179 208 IR 007 868

Conti, Dennis M.

Computer Science and Technology: Findings of the Standard Benchmark Library Study Group. Final Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No.-NBS-SP-500-38

Pub Date-Jan 79

Note-57p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 003-003-02009-5, $2.40)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Computer Programs, *Computer Science, *Cost Effectiveness, Federal Government, *Information Systems, *On Line Systems, Private Agencies, Program Evaluation

This report presents the findings of a joint government/industry study group which investigated the technical feasibility of standard benchmark programs for testing vendor systems in the competitive selection of computer systems within both private industry and the federal government. As part of its investigation, the study group reviewed earlier efforts to develop and use such programs on the part of the Department of Defense, the Auerbach Corporation, H. Lucas, the Mitre Corporation, and the Department of Agriculture (USDA). Several issues dealing with the implementation, maintenance, cost-benefit, and acceptability of standard benchmarks emerged as a result of this review. The problems encountered by the study group, notably the lack of an accepted definition of ``representativeness,'' prevented it from arriving at a definitive statement of feasibility. However, several areas that were identified as topics requiring further investigation are presented in this report. A list of references, a glossary of terms, the USDA mapping procedure, and sample evaluation criteria are appended. (Author/FM)

ED 178 720 CE 022 808

White, Carol R.

A Model for an Urban Displaced Homemakers Center.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jul 79
Contract-RD-120-B9-163
Note-105p.; A few pages may not reproduce well because of light, broken type
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Community Colleges, Community Involvement, Counseling Services, Data Collection, Employment Services, *Guidance Centers, Information Centers, Job Development, *Models, Occupational Guidance, Outreach Programs, Program Design, Program Evaluation, Staff Improvement, Vocational Retraining, *Vocational Training Centers
Identifiers-*Displaced Homemakers, Displaced Homemakers Assistance Act

In response to the recognition and needs of displaced homemakers as a distinct population, this model is presented as an outgrowth of Project New Start, a displaced homemakers center sponsored by the Chicago Community Colleges. Introductory sections include an abstract of the final project report, rationale and background of the project with focus on contributing legislation, and description of the present program. The ultimate goal stated for the model is to assist displaced homemakers in becoming socially and economically independent by providing the urban clients with counseling, referral, job training, and placement services. The seven major components are described in the order they take place in the program: administrative structure (facilities staff); recruitment; direct services to clients (counseling, survival needs, career guidance, training classes, job placement and development, and follow up); community involvement (outreach, advisory council); staff development (consultant services, inservice activities); record keeping and data collection; evaluation and reporting. Suggestions for program adoption or adaptation are included. A copy of the Displaced Homemakers Assistance Act enacted by the Illinois General Assembly is appended. Also included in the appendixes are forms for program evaluation, followup sheets, an assertive skills inventory, and an ability assessment form. (FP)

ED 178 738 CE 023 038

Cain, Bonnie C.

Participatory Research: Research with Historic Consciousness. Working Paper 3.

International Council for Adult Education, Toronto (Ontario).

Spons Agency-Hazen Foundation, New Haven, Conn.; Massachusetts Univ., Amherst. Center for International Education.

Pub Date- 76

Note-35p.; Not available in paper copy due to broken type; For related documents see CE 023 037 and CE 023 040-041

Pub Type- Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Attitudes, Educational Development, Ethnocentrism, *Experimenter Characteristics, *Individual Characteristics, Interpersonal Competence, *Participant Involvement, Personal Values, *Researchers, *Research Methodology, Research Skills

Identifiers-*Participatory Research

Certain philosophical understandings and resulting behaviors will produce an environment conducive to participation or conducive to accepting the definitions of reality of the people involved in the research process. This is an important element of participatory research, a process towards gathering new knowledge with the people capable of defining that knowledge. This method combines research and participation, an involvement of the subjects which is influenced by researcher attitudes and characteristics as well as research methodology. The value system of the researcher influences the possibility of participation. A researcher who would aspire to listen to a subject to mutually develop knowledge must value intuition and sympathetic understanding. Several personal characteristics and interactional patterns of the researcher also influence the quality of participation: (1) reciprocity, (2) vulnerability, (3) understanding of what the participants define as reality, (4) constant refinement of one's perceptions and assumptions, (5) awareness of one's own observational limitations, and (6) attrition of ethnocentrism. Research methods which influence and amplify the nature of participation include sufficient time to deal with the problem, a mode for reflection, and the permanent sequence of analysis, statement, action, reflection analysis. (YLB)

ED 178 757 CE 023 228

Walker, Susan K. Villano, Maurice W.

The Development of a Model for Adult Education in Nutrition and Cardiovascular Disease.

Pub Date- 79

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Autoinstructional Aids, Curriculum Development, Curriculum Research, Demonstrations (Educational), *Dietetics, Hospital Personnel, *Inservice Education, Instructional Materials, *Learning Modules, *Nutrition Instruction, Teaching Guides

Identifiers-*Heart Disease

Two nutrition education modules were developed on cardiovascular disease and fat-controlled diet consisting of a self-instruction leader's guide and teaching package to conduct learning sessions for the participants. The sessions consisted of an audio-visual presentation, situations related to the module topic, group discussion, role-playing, model-building, and food demonstrations. The modules were tested on health care personnel in sixteen Pennsylvania hospitals who were interested in learning about nutrition topics that were disease-related. The leaders and the participants, divided into treatment and nontreatment groups, took pretest and posttest measures to determine the effect of the sessions on cognitive performance. Background variables were examined to assess their effect on gain scores and questionnaires were used to obtain evaluative information on the modules. The self-instruction guides were effective in communicating nutrition information. The mean gains of the treatment group were significantly higher than the nontreatment group. Because of substantial background differences, the analysis focused on job categories showing differential pretest scores. When treatment was added to background variables a greater amount of variance in gain scores was explained. The questionnaires indicated the guides and sessions were well-received. Suggestions were made on the timing and scope of the presentations and future topic material. (Author/FP)

ED 178 888 CS 005 124

Wisconsin Handbook for Reading Improvement: Section B Right to Read & the Community.

Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-79
Note-16p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Action, *Community Education, *Community Involvement, Literacy Education, *Parent Participation, Program Descriptions, Program Development, Program Proposals, *Reading Improvement, *Reading Programs, *Resource Guides, Surveys
Identifiers-*Right to Read

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This second booklet presents the concept of community education and stresses the need for community involvement in education in implementing Right to Read literacy efforts. An outline for writing proposals is offered to help local Right to Read directors, advisory council members, faculty, and administrators. Suggestions are presented on methods to involve the community and parents specifically in community education efforts. A sample parent information survey form is included. (AEA)

ED 178 912 CS 205 252

Hook, J. N.

A Long Way Together: A Personal View of NCTE's First Sixty-Seven Years.

National Council of Teachers of English, Urbana, Ill.
Pub Date-79
Note-314p.
Available from-National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801 (Stock No. 30216, $8.50 member, $9.50 non-member)
Pub Type- Books (010) - Historical Materials (060)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Educational History, Elementary Secondary Education, *English Instruction, Higher Education, *Teacher Associations
Identifiers-*National Council of Teachers of English

This book is a history of the National Council of Teachers of English from its beginnings in 1911 through 1978. The nine chapters describe the beginning of the Council; its attempts to improve the teaching of English, especially at the secondary level; the development of the Council during and after World War I; the growing concern for student-oriented education during the 1930s; the effects of World War II and its aftermath on the Council; expanded goals and growth after World War II; the growing national and international influence of the Council during the 1960s; the Council's concern with and response to national problems such as racism, sexism, and war; and a look toward the future of the Council. (TJ)

ED 179 046 EC 122 019

Ross, E. Clarke

An Orientation to the Existing System of Public Financing Programs Currently Utilized in Providing Services to Persons with Developmental Disabilities.

United Cerebral Palsy Associations, Inc., Washington, D.C.

Pub Date-10 Sep 79

Note-29p.; Instructional Course Number 6 on Administration of Health Resources, American Academy for Cerebral Palsy and Developmental Medicine (33rd, San Francisco, CA, September 10, 1979).

Journal Cit-Word from Washington Analysis; v8 n9 Sep 1979

Pub Type- Collected Works - Serials (022) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Costs, *Delivery Systems, *Developmental Disabilities, Educational Trends, *Federal Programs, Financial Policy, Normalization (Handicapped), Program Costs, *Public Policy

Identifiers-Deinstitutionalization (Handicapped)

The paper examines the assumptions, historical developments of the federal service delivery system for developmentally disabled persons. Services for the disabled are seen to have evolved from criteria oriented programs to entitiements with accompanying guarantees of due process. Major federal programs are traced from the 1918 Vocational Rehabilitation Act for disabled veterans to the passage of P.L. 95-602, the Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978. Fiscal year 1979 appropriations levels for 14 major federal programs are listed, and organizational patterns of four federal programs are illustrated. Trends in deinstitutionalization, normalization, and the developmental model are considered. Inadequacies of proposed national health insurance plans are pointed out, and alternative plans to provide long term care for chronically disabled persons are described. (CL)

ED 179 130 HE 011 832

Rao, Lakshmana G.
Brain Drain and Foreign Students.
Pub Date-May 79
Note-235p.
Available from-St. Martin's Press, 175 Fifth Avenue, New York, NY 10010 ($21.95)
Pub Type- Books (010) - Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-College Students, Developed Nations, *Developing Nations, Exchange Programs, *Foreign Nationals, *Foreign Students, Higher Education, International Education, *International Programs, Program Effectiveness, Program Evaluation, Program Improvement, *Relocation, *Study Abroad
Identifiers-Australia, Canada, France, United States

The effect of foreign students on the host country, and the benefits to their own developing countries are studied in this book. Data from a survey of foreign students in Australia conducted from 1973-1975 by the Education Research Unit of the Australian National University are compared with data obtained from similar surveys in the United States, Canada, and France. Findings reveal that although the origin of the countries is different, the social background, attitudes, experiences, and future career plans of overseas students in different developed countries are very similar. For instance, it is noted that 98 percent of the sponsored students return upon completion of their studies to their home countries. The Australian program for foreign students was determined to be the most successful for several reasons, such as their excellent financial aid program for such students. Suggestions are offered to developing countries as to how they may better utilize their returning graduates. Chapters discuss such topics as: measures to stop the migration of professionals; aggregate patterns; rationale for admitting students; friendship patterns; ties and contacts with home; and brain drain versus brain flow. Provided are appendices that contain the questionnaire and the sample of responses received. A selected bibliography and an index are also given. (LC)

ED 179 149 HE 011 973

Brechner, Irv
The College Survival Kit: 51 Proven Strategies for Success in Today's Competitive College World.
Pub Date-Aug 79
Note-90p.
Available from-Bantam Books, Inc., 666 Fifth Ave., New York, NY 10019 ($2.95)
Pub Type- Guides - General (050) - Books (010)
Document Not Available from EDRS.
Descriptors-Academic Achievement, *College Students, Efficiency, Grades (Scholastic), Higher Education, Performance Factors, *Planning, Productivity, Reading Development, *Student Improvement, Student Testing, *Study Habits, *Success Factors, *Test Wiseness
Identifiers-Note Taking

Survival strategies for college students are provided. Chapter One discusses student attitudes toward college including such areas as the importance of college, the need to attend classes, planning, and best use of homework. In Chapter Two planning four years at college is explored. Choice of courses and professors, effective use of time, the importance of academic success, and how to use the college's resources are among the topics considered. How to read, underline, take notes, select a setting for reading and organize reading time are areas surveyed in the third chapter. Setting up and organizing note taking are described in Chapter Four. Chapter Five deals with writing papers, including organization, footnoting, bibliographic entries, and title selection; it explains how papers are graded. In the final chapter on examinations the need to be prepared, the difference between high school and college exams, different types of tests, methods of studying, how exams are weighed and graded, and how to study for tests are among topics discussed. (PHR)

ED 179 227 IR 007 804

Ruark, Ardis

Training Library Media Specialists to Serve the Handicapped Student. Final Report.

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-Jan 79

Grant-G007702315

Note-84p.; For related document, see IR 007 876

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Conferences, *Handicapped Students, Instructional Materials Centers, *Mainstreaming, *Media Specialists, *Normalization (Handicapped), Program Development, Questionnaires, School Libraries, Special Education, *Training, Workshops

Included in this final report by the South Dakota Division of Elementary and Secondary Education are agendas for the conferences and workshops held to provide the elementary school library media specialist with the additional skills necessary for direct service to the exceptional student in a library learning center environment. The script of ``Kangaroo Kapers,'' an inservice awareness/training film developed for reinforcement of the Kangaroo Kapers resource guide, appears in the report. The final evaluation explores the degree of success in achieving these objectives: (1) to provide media specialists with skills necessary to serve the handicapped learner, (2) to provide teacher support skills and resources to library media specialists, and (3) to develop and disseminate a guide for further support of school media specialists. Evaluation data were collected through telephone interviews, questionnaires, and knowledge tests sent to program participants and to a control group; comments about workshops were also collected from participants. Appendices include lists of participating elementary schools and librarians and control schools, a schedule for the Bucket Brigade tutorial program for K-3 students with learning problems, a summary of a unit taught to 13 special education students, and the project coordinator's and director's logs. (SW)

ED 179 248 IR 008 175

Ely, Donald P.
A Guide to Audiovisual Resources about ERIC.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0015
Note-38p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY, 13210 (IR-40; $3.00 prepaid)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiovisual Aids, Computer Programs, *Guides, *Instructional Media
Identifiers-*ERIC, Information Analysis Products

The currently available audiovisual products about ERIC reviewed in this guide have been developed to meet the needs of a variety of users with varying familiarity with the system. Materials to be included were screened on the basis of availability, currency, and technical quality. The remaining products were then reviewed using five criteria: (1) purposes clearly stated or inferred; (2) audience clearly identified or inferred; (3) accuracy of information presented; (4) appropriate amount of information presented in each segment; and (5) general attractiveness of format, presentation, and aesthetic qualities. Formats listed include computer programs, sound filmstrips, sound microfiche, slide/tapes, overhead transparencies, videocassettes, and videotapes. An evaluative annotation is provided for each entry, as well as source for purchase (or rental) and price. Several items which were in process at the time of publication are included, together with estimated completion dates and estimated costs. (RAO)

ED 178 820 CG 013 933

Blai, Boris, Jr.

Good Mental Health and Student Mental Health Services in Higher Education.

Pub Date-79

Note-32p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Clinical Diagnosis, *Counseling Services, *Crisis Therapy, *Emotional Problems, *Higher Education, *Mental Health Clinics, Mental Health Programs, *Mental Illness, Needs, Neurosis, Psychosis

One out of every seven people has some form of mental or emotional illness ranging from mild to severe. Fewer than one-third of those needing professional care treatment for their mental and emotional problems are receiving it. Some of the symptoms of psychosis are that the person lives in an imaginary world, hears voices, believes everyone is out to get him and has little control over what he does during his illness. Some neurosis can be so debilitating as to prevent a person's carrying on with his everyday activities. Some factors to consider in the lives of the mentally ill are long sieges of trouble or sickness, neglect or rejection in childhood, or constant criticism. Understanding that the troubled person's behavior may be more painful to him than to anyone else is the first step. Do's'' and dont's'' for working with mentally ill persons serve as a guide. Learning to observe if minor problems upset them, if they have trouble getting along with others, or if they are unable to stop thinking about their anxieties are key points to watch. An extensive literature review in the area of student education is included. (Author/BMW)

ED 178 934 CS 205 280

Stotsky, Sandra

Developing a K-12 Writing Program in the Boston Public Schools: A New Model of Collaboration for Urban Schools.

Pub Date-Oct 79

Note-13p.; Paper presented at the Annual Fall Meeting of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Elementary Secondary Education, Inservice Programs, *Parent Participation, *Program Development, *Summer Workshops, *Writing Skills

This paper contains a description of key features of the Summer Institute on Teaching and Assessing Writing Skills, which was organized to help parents, teachers, and administrators in the Boston Public Schools begin to develop a comprehensive and coordinated writing program from kindergarten through grade 12 in each district. It also offers highlights from the evaluation of the institute by its participants. A postscript describes a follow-through meeting by participants on the sixth day of the institute. (FL)

ED 179 070 EC 122 499

Hobbs, Barbara, Ed.

Progress Toward a Free Appropriate Public Education: Semiannual Update on the Implementation of Public Law 94-142: The Education for All Handicapped Children Act.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Assistance to States.

Pub Date-Aug 79

Note-79p.; For related information, see EC 120 108 and ED 175 196

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Compliance (Legal), Due Process, Elementary Secondary Education, Equal Education, Evaluation Methods, *Federal Government, *Federal Legislation, *Handicapped Children, Identification, Individualized Programs, Mainstreaming, Private Schools, Staff Improvement, State Departments of Education, Student Placement

Identifiers-*Education for All Handicapped Children Act

Based on data obtained by the Bureau of Education for the Handicapped, the report provides the most recent information on the progress and issues of implementing P.L. 94-142, the Education for All Handicapped Children Act. An introduction gives a general sense of the progress being made nationwide in implementing the Act. Sections entitled Accomplishments and Issues'' and Remaining Challenges'' address 10 major provisions of the Act: right to an education; child identification, location, and evaluation; individualized education programs; least restrictive environment; protection in evaluation procedures; due process procedures; participation of private school children; state education responsibility for all education programs; comprehensive system of personnel development; and state education agency monitoring. Finally, the BEH Administration of P.L. 94-142 section describes improvements BEH is planning to make in monitoring and managing the Act. (SBH)

FL

ED 178 685 CE 019 280

Strang, Ernest W. And Others

Technical Assistance in Evaluating Career Education Projects. Final Report. Volume IV: Turnkey Manual for Evaluating Local Career Education Projects.

NTS Research Corp., Durham, N.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Contract-300-76-0312
Note-128p.; For related documents see CE 019 277-281
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administration, Administrator Guides, *Career Education, Elementary Secondary Education, *Evaluation, *Evaluation Methods, Field Studies, *Guidelines, *Models, Planning, Technical Assistance

This document contains the fourth of five volumes reporting the activities and results of a career education evaluation project conducted to accomplish the following two objectives; (1) to improve the quality of evaluations by career education projects funded by the United States Office of Career Education (OCE) through the provision of technical assistance to fifteen of these projects; and (2) to identify, as a result of this technical assistance effort, a field tested model which can be used by other career education projects funded by OCE in future evaluation efforts. Intended for distribution to participating projects, this volume contains the necessary information for longitudinal continuation of this evaluation at the project level. It is divided into the following sixteen chapters which present a step-by-step procedure for building a comprehensive evaluation design: (1) review program design, objectives, and rationale; (2) specify information requirements and management needs; (3) identify conceptual framework for evaluation; (4) specify evaluation questions of interest; (5) specify data base structure and contents; (6) select instrumentation; (7-10) specify population selection procedures, data analysis techniques, data collection and reduction procedures, and reporting requirements and procedures; (11) identify major assumptions and restraints; (12) define support requirements; (13) develop schedule of evaluation activities; (14) list budget requirements; (15) develop management plan; and (16) prepare the evaluation design document. (BM)

ED 178 777 CE 023 442

Effective Instructional Strategies in Business Education. Bulletin No. 215.

New York State Education Dept., Albany. Bureau of Business Education.

Pub Date-Mar 79
Note-69p.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials (130)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accounting, Bookkeeping, Business, *Business Education, Business Skills, Consumer Education, *Educational Strategies, Instructional Design, Office Practice, School Community Relationship, Stenography, *Teaching Procedures, *Teaching Techniques, Typewriting, Work Experience

This document presents summaries of instructional strategies which are uniquely suited to develop student competencies through utilization of the business community. The instructional strategies are divided into ten areas: (1) all business education areas, (2) bookkeeping/accounting, (3) shorthand, (4) typewriting, (5) secretarial practice/office practice, (6) general business, (7) business mathematics, (8) business law, (9) consumer education, and (10) work experience. Each summary includes the name of the strategy, the target market, purpose, and a brief description. (LRA)

Gouvier, William Drew

Assessment of Change Agent Behavior: Design Strategies and Limitations.

Pub Date- 79

Note-31p.; Paper presented at the Annual Convention of the Association for Behavior Analysis: International Organization (5th, Dearborn, Michigan, June 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Change, *Change Agents, *Evaluation Methods, *Interaction Process Analysis, Intervention, *Performance Factors, Psychological Studies, Rating Scales, Reinforcers, *Research Design

Relationships between change agent performance and outcome success within the context of group behavioral programs are identified. The evaluation of either the ultimate effectiveness, or the specific change processes in a group program often requires assessing the behavior of the change agents, as well as that of the target population. Five design strategies for conducting the assessment of change agents are presented, and limitations on the usefulness of each are noted. It is suggested that a greater amount of useful information can be gathered at a minimum of additional response cost by nesting a simple interaction scoring system into the appropriate categories of a multiple outcome assessment device. (Author)

ED 178 808 CS 005 095

Shirley, Fehl

Applying Critical Thinking/Reading Skills.

Pub Date-Nov 79

Note-13p.; Paper presented at the Annual Meeting of the California Reading Association (13th, San Diego, CA, November 8-10, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Critical Reading, *Critical Thinking, Higher Education, *Reading Improvement, *Teaching Techniques

The dimensions of critical thinking and reading encompass the levels of analysis, reaction, evaluation, and growth in self-image. Historically, the four major views of critical reading have seen it as a cognitive process, a way of detecting propaganda devices, a way of examining distorted and dishonest use of language, and a way of applying the principles of logic to reading. The skills in developing critical reading can be divided into four categories: the application of the principles of logic to language, the evaluation of the tone of language, problem solving, and the development of insight in evaluating language. Some activities that represent the main categories of critical reading include: analyzing and evaluating name calling as a device that influences thinking; analyzing and evaluating the denotations and connotations of words; selecting alternative courses of action and analyzing the consequences of them; and evaluating ways in which reading influences the attitudes, concepts, and behavior of the reader. (TJ)

ED 179 000 FL 010 658

Crain, Stephen Coker, Pamela L.
A Semantic Constraint on Syntactic Parsing.
Pub Date-Dec 78
Note-10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Boston, MA, December 28-30, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Deep Structure, Language Processing, Language Research, *Linguistic Theory, Phrase Structure, *Semantics, *Sentence Structure, Surface Structure, *Syntax
Identifiers-*Parsing, *Semantic Interference Effect

This research examines how semantic information influences syntactic parsing decisions during sentence processing. In the first experiment, subjects were presented lexical strings having syntactically identical surface structures but with two possible underlying structures: The children taught by the Berlitz method,'' and The teachers taught by the Berlitz method.'' Strings of the first type were processed as complex noun phrases, since the initial noun (children) was semantically more likely to be interpreted as the object of the following verb (taught). Strings of the second type were processed as complete sentences, following the canonical-sentoid strategy, since the initial noun (teachers) was a more likely subject of the verb. In a second experiment, strings of both types were followed by verb phrases: The children taught by the Berlitz method passed the test,'' and The teachers taught by the Berlitz method passed the test.'' Sentences like the first were parsed without difficulty as complete sentences. However, sentences like the second produced garden path'' effects. Since these results can be attributed to the semantic determination of subjects and objects, syntactic or perceptual'' strategies do not appear to be sufficient to account for the formulation of underlying syntactic structures. (Author)

ED 179 185 HE 012 024

Sagen, H. Bradley And Others

Career Preparation in the Independent Liberal Arts Colleges.

Associated Colleges of the Midwest, Chicago, Ill.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-22 Sep 78
Note-71p.
Available from-Associated Colleges of the Midwest, 18 South Michigan Ave., Suite 1010, Chicago, IL 60603 ($2.00)
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Planning, College Administration, College Role, *Education Work Relationship, Higher Education, *Institutional Characteristics, *Liberal Arts, *Professional Education, *School Organization
Identifiers-Antioch College OH, Reed College OR, Swarthmore College PA

As part of a project of the Associated Colleges of the Midwest to strengthen relationships between liberal arts education and professional education in the health sciences, three reports were prepared by consultants. In The Role of Distinctiveness in College Development,'' Burton R. Clark discusses an investigation he carried out in the early 1960s that focused on the character of Antioch, Reed, and Swarthmore and considers how the concept of organizational saga can be used in understanding other colleges and even universities. Five alternatives for linking traditional commitments and professional education are also discussed. In Linking the Liberal Arts and Professional Education,'' Howard R. Bowen considers learned professions'' and the common characteristics they share that make a liberal arts education appropriate training for future practitioners. Three difficulties in linking professional and liberal learning concern lack of proper orientation, absence of packaged programs, and poor career counseling. In Issues and Alternatives in Career Preparation and the Liberal Arts: An Initial Appraisal,'' H. Bradley Sagen examines three basic issues concerning the question of whether the liberal arts experience and preparation for a career should be incorporated within a single educational program. Three issues involved in the implementation of career preparation efforts within a liberal arts context, and three alternative models for designing career preparation programs are considered. (SW)

ED 178 703 CE 022 353

Kidd, J. Roby

Some Preliminary Notes Concerning an Inquiry into the Heritage of Canadian Adult Education. Occasional Paper No. 10.

British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Jun 79
Note-36p.; Paper presented at the Ontario Institute for Studies in Education (April 5-6, 1979, Vancouver)
Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, Canada V6T 1W5 ($1.50)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adult Education, Canada Natives, *Cultural Background, *Educational History, Educational Research, Educational Trends, Historical Reviews, Historiography, *National Surveys, Social History, Technological Advancement
Identifiers-*Canada

As an introductory sketch to further understanding of the present in terms of the past, a conceptual framework is helpful for studying Canadian adult education. The suggested approach utilizes factors time periods, influences, and activities, methods, programs, and organizations to try to establish interrelationships. There were three major time periods within which influences operated: 1867-1913, 1914-1945, and 1946-1970, involving first massive westward migration, then reconstruction (after WWI) and depression, and latterly reconstruction (after WWII), establishment of new institutions and technologies, expansion of government, of universities, and of programs for adult education. Important influences included the effort to plant the institution of the folk high school (none took root, but the idea had extraordinary influence), the Social Gospel, ideas and concepts such as the get ahead'' attitude, the enormous contribution made by communications technologies which transcended geography to knit together the many parts and peoples, and the tendency for adult education to be used by the already privileged. These, inter alia, deserve to be starting points for further research. Furthermore, in an atmosphere wherein program continuance was often confused with function, the nationwide radio forums'' of the forties were discontinued without adequate assessment of their contribution. Looking toward the future, as the world undergoes its transition from industrial to post-industrial society, we can help to bring about a learning society'' through acceptance of the three-concept ethic being, belonging, and becoming. (CP)

ED 178 758 CE 023 241

Kraska, Marie F.

The Processes of Change and Vocational-Technical Education.

Pub Date-3 Dec 79

Note-15p.; Paper presented at the annual convention of the American Vocational Association (73rd, Anaheim, California, December 3, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Responsibility, *Change Agents, *Change Strategies, *Changing Attitudes, *Educational Change, Leadership Responsibility, Supervisors, Teacher Attitudes, Teacher Participation, Vocational Education

Vocational and technical educators must develop strategies for implementing and evaluating educational change in response to the changing needs of society and industry. Federal legislation reflects the shift in emphasis from training people to fit the job to meeting the needs and interests of the individual. Unfortunately, inadequate data on educational outcomes, lack of rewards, fear of the consequences, and individual resistance slow the change process. Change agents with the authority to take responsibility and to provide adequate support help can effectively bring about change. They should thoroughly analyze prevailing teacher perceptions of the existing instructional situation, desirable changes, and the feelings of all staff toward proposed changes; encourage supportive relationships; invite staff to participate in shared decision making and to take responsibility for supervision; and guide staff development. Attitudes must often be changed to deal with educational change. Reality testing, an interaction analysis technique, is recommended as a method of creating dissatisfaction to make teachers receptive to change. Successful change can best occur in a change-oriented stiuation where everyone involved is aware of the purpose of the change, the proposed time frame, the anticipated results, and the rewards for changing or the penalties for not changing. (YLB)

ED 178 798 CG 013 905

Waddell, Fred E. And Others
Stretching Your Retirement Income: A Learning Module.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-G007604713
Note-59p.; For related documents see CG 013 902-903 and CG 013 905-907
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Counselors, *Expenditures, *Financial Needs, *Income, Life Style, *Money Management, *Older Adults, *Retirement, Self Evaluation, Self Help Programs, Workshops

This manual is designed to assist those helping professionals responsible for developing consumer education programs on the topic of retirement income management. In a modular presentation format, the materials focus on the following areas of concern: (1) a personal financial inventory; (2) ways to stretch retirement income; (3) steps to decrease retirement expenses; and (4) tips to reduce major expense categories such as taxes, personal needs, clothes, utilities, and transportation. Workshop guidelines, a program checklist, learning objectives, a facilitator's guide, and references are also provided. (HLM)

Wisconsin Handbook for Reading Improvement: Section C Advisory Councils.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-79
Note-11p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advisory Committees, Annotated Bibliographies, *Community Action, Program Descriptions, *Program Development, *Reading Improvement, *Reading Programs, *Resource Guides, Resource Materials
Identifiers-*Right to Read

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This third booklet offers a rationale for establishing local reading advisory councils and lists both the functions and limitations of such councils. Two methods are outlined for selecting advisory council members and suggestions are made for developing bylaws, selecting officers, organizing task forces, and restructuring or disbanding an advisory council. An annotated bibliography of resources for establishing an advisory council is appended. (AEA)

ED 178 935 CS 205 281

Kenney, Donald J.

Making Books Irresistible: Ways to Bring Kids, Books, and Teacher Together.

Pub Date-Oct 79
Note-12p.; Paper presented at the Annual Meeting of the Virginia Association of Teachers of English (10th, Richmond, VA, October 12-14, 1979)
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Booklists, *Literature Appreciation, *Motivation Techniques, *Reading Interests, Secondary Education, *Student Motivation, Teaching Techniques, *Teenagers

The major way teachers can motivate students to read is to be avid readers themselves. They need to read current young adult books to keep up with frequently changing trends. Preparing short book lists and giving book talks are other effective ways of encouraging students to read. Teachers might use a number of activities in place of book reports to encourage reading, including having students write a diary the main character of a book might have written, fashion a mobile from items related to the book, prepare a sample television commercial to sell a book, decorate a book jacket, or discuss how one might deal with a situation in a book if it occurred in real life. A number of sources of reviews of young adult literature exist, including English Journal,'' Books for the Teenage,'' and ALA Best Book List.'' Using television and movie tie-ins with books is another way to encourage young adults to read. (TJ)

ED 178 985 CS 502 702

Schueller, Robert
Access to Federal Officials' Papers.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-411
Pub Date-Oct 79
Note-9p.
Pub Type- Reports - General (140) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Archives, *Confidentiality, *Disclosure, Federal Government, *Information Sources, *Information Storage, *Presidents, *Public Officials, Special Libraries

Part of a continuing series on freedom of information issues, this report reviews the handling of the papers of presidents of the United States after they have left office and alludes briefly to access to papers of other public officials. It specifically discusses the issue of access to the records of President Richard Nixon and discusses some of the court cases and pieces of legislation that have come about in relation to those papers. It also includes a discussion of presidential libraries. (TJ)

ED 179 008 EA 012 114

Weiler, Hans N.

New Directions in Educational Planning: Implications for Training. IIEP Seminar Paper: 38.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date-77

Note-17p.; A contribution to the IIEP/SIDA Seminar on Changing needs for training in educational planning and administration'' (September 27-Oct 1, 1976)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Needs, *Educational Planning, Foreign Countries

This paper identifies the directions in which new developments in educational planning are moving and draws some conclusions on how the training of specialists in the field of educational planning is likely to be affected by changing notions and practices. The first part of the paper outlines the assumptions that have characterized the field in recent years. These assumptions are concerned with planning as social research; the distribution of education; the quantity, quality, and content of educational planning; educational planning at subnational levels; and what lies beyond the design of educational plans. Against this background, the second section briefly reviews how the changes discussed are likely to affect the role and the competencies required of the people who will be in charge of planning and the relationship of these changes to the training of planners. The areas discussed are the research component in training; distribution, disparities, and equality in education; the determinants of educational outcomes; regional and local planning; and the implementation and evaluation of educational plans. (Author/IRT)

ED 179 028 EC 121 271

Hampel, Angelica And Others

Support Services for Exceptional Students: Alpine, Amador, Calaveras, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sonoma, Stanislaus, Sutter, Tuolumne, Yolo, and Yuba Counties.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 78

Grant-G007702227

Note-150p.; See EC 121 264-272 for other California counties.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Adults, *Agencies, *Ancillary Services, Community Agencies (Public), *Exceptional Child Services, *Handicapped Children, Mainstreaming, Prevocational Education, Private Agencies, Resource Guides, Secondary Education, State Agencies, *State Programs, Vocational Directors, *Vocational Education, Vocational Rehabilitation

Identifiers-*California

Intended for use by vocational administrators responsible for mainstreaming handicapped students into vocational education classes, the resource guide lists and describes governmental and private agencies that provide vocational programs and support services for the handicapped on a local and statewide basis in the California counties of Alpine, Amador, Calaveras, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sonoma, Stanislaus, Sutter, Tuolumne, Yolo, and Yuba. The agencies are presented alphabetically, grouped by counties, with a separate section for statewide agencies. A listing of agencies by relevant handicapping conditions is also provided, along with definitions of various handicapping categories. Under each agency is listed its name, its specific concern, the handicapped groups it serves, its intended users, the specific services it provides, its address, and any costs of its services. The agencies described provide the following vocational and support services: vocational testing and evaluation, vocational counseling, prevocational training, work adjustment, sheltered workshops, work activities, building and equipment adaptation, job placement and referral, independent living skills, information and referral, legal advice, diagnosis and evaluation, psychological services, physical therapy, speech therapy, occupational therapy, special aids and appliances, braille and tape transcription, mobility and orientation training, deaf interpreting, medical services, instructional materials, educational assessment, academic tutoring, and advocacy. (DLS)

Tovey, Hilary
Language Policy and Socioeconomic Development in Ireland. Occasional Paper 4.
Linguistics Inst. of Ireland, Dublin.
Pub Date-78
Note-28p.; An edited version of a paper presented at the Congress of Sociology (9th, Uppsala, Sweden, August 1978)
Available from-Institiuid Teangeolaiochta Eireann (Linguistics Institute of Ireland), 31 Fitzwilliam Place, Dublin 2, Ireland (one pound)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bilingual Education, Community Role, Government Role, Language Ability, *Language Attitudes, Language Instruction, *Language Maintenance, *Language Planning, Language Research, *Language Usage, Social Mobility, *Socioeconomic Status
Identifiers-Ireland, *Irish (Modern), *Language Revival

This report, based on the materials used by the Committee on Irish Langauge Attitudes Research, describes the relations between language policy and socioeconomic development in the Republic of Ireland. Their contribution to central state planning in the maintenance and extension of Irish since attainment of political independence in 1922 is discussed. Topics discussed include community maintenance of language in Irish speaking areas, generating ability in Irish through the education system, education, and the relationship between Irish and social mobility. (Author/JB)

ED 179 167 HE 011 898

Garten, Edward D.

Development of a Modularized and Mediated Course Design in Altered Physiological Systems: An Exercise in Faculty Development.

Pub Date-79
Note-10p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *Course Descriptions, Course Evaluation, *Faculty Development, Higher Education, *Independent Study, *Instructional Innovation, *Learning Modules, *Nursing
Identifiers-Moorehead State University MN, *Nursing Education

An innovative, off-campus course offered by the nursing department at Moorehead State University in Minnesota is described. The course was implemented to meet the requirements of nursing students living in rural towns located some distance from the university department of nursing. This curriculum innovation is examined as a change process that was a significant attempt at faculty and instructional development. The course chosen for redesign, modularization, and mediation was Altered Physiological Systems.'' As an independent study course, students proceed at a self-selected pace. The course modules contain all the written activities; information and exercises; and references to required videotapes, slide sets, audiotapes, and to alternative media and course options. Overall student evaluations of the course were generally favorable. Difficulties encountered during the instructional development process are discussed, and the importance of the relationship between the development consultants and faculty members is emphasized. Difficulties that students may have in dealing with such course innovations are also examined. This course is viewed as an attempt to reexamine and restructure learning in terms of clearly defined objectives while maintaining maximum flexibility for the student. (SF)

ED 178 913 CS 205 258

Soven, Margot

Ethnography and the Teaching of Composition.

Pub Date-Apr 79

Note-11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Educational Research, *Ethnography, Evaluation, *Instruction, Teacher Attitudes, *Teacher Role, Writing Skills

Identifiers-*Composition Research

This paper discusses ethnography, ethnographic methodology, and how an ethnographic perspective can influence pedagogical decisions related to the teaching and evaluating of writing. A review of the research on writing as it relates to the individual writer's culture is presented and recommendations are made regarding the development of writing programs based on ethnographic considerations. (AEA)

ED 178 981 CS 502 630

Paulsen, Brad A.

The Future of Global Communication: Networks, Choices, and a Shared Culture.

Pub Date-May 79

Note-33p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, PA, May 1-5, 1979)

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Agents, Communication (Thought Transfer), *Communications, *Futures (of Society), *Global Approach, *Information Networks, *International Relations, Telecommunication

Identifiers-*International Communication

Global communications systems and the types of relations that nations may develop through them in the future are explored in this paper. The various topics discussed include global change and communication; communication for global imaging and problem solving; information and communication as power; communication quality and transnational communication; cybernetic functions of communication; communication terms and concepts; management and communication phases, including traditional style, charismatic style, bureaucratic style, human relations style, systematic style, and network style; communications quantity; and communications quality. (FL)

ED 170 207 IR 007 809

Handbook for Library Trustees.

Mississippi Library Assocation, Yazoo City.
Pub Date-78
Note-31p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-County Libraries, *Governing Boards, *Public Libraries, Qualifications, Relationship, Responsibility, State Legislation, *Trustees
Identifiers-*Mississippi, Municipal Libraries

Designed to serve as an introduction to trusteeship in Mississippi libraries, this revised handbook re-defines the role of the trustee in library development as independent libraries are merged into larger administrative units. Sections briefly cover trustee appointment, qualifications, his/her authority and responsibilities to the community, the organization/power/duties of county and municipal library boards of trustees in county and regional library systems, the responsibility of the trustee to the library, the responsibility of the library to the trustee, orientation for new trustees, and the Mississippi Library Commission's aid to trustees. Appended is a questionnaire used to evaluate the performance of the library director. (JD)

ED 178 730 CE 023 040

Select and Annotated Bibliography on Participatory Research. Working Paper No. 4.

International Council for Adult Education, Toronto (Ontario).
Spons Agency-Hazen Foundation, New Haven, Conn.
Pub Date-Dec 77
Note-28p.; For related documents see CE 023 037 and CE 023 039-041
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Annotated Bibliographies, *Educational Research, *Participant Involvement, Periodicals, *Research Methodology, *Social Science Research, Technical Reports
Identifiers-Africa, Asia, Europe, Latin America, North America, *Participatory Research, South Pacific

This bibliography identifies eighty-eight documents, books, and papers deemed of interest to those engaged or interested in participatory research. Emphasis is placed on original papers by persons who are engaged in a participatory research process in order to facilitate communication among practitioners. Entries include bibliographic information and a brief annotation; availability is indicated whenever possible. Addresses for some of the source publications and for regional coordinators of the International Council for Adult Education's Participatory Research Project are listed. References are organized into six sections: general, Africa, Asia-South Pacific, Europe, Latin America, and North America. Two journals which regularly publish material on participatory research are also listed. (YLB)

ED 178 821 CG 013 934

Broitman, Thomas

Efficiency and Effectiveness of a Resident Assistant Selection Process.

Pub Date- 75

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Dormitories, Employment Interviews, *Employment Qualifications, *Evaluation Criteria, Higher Education, *Personnel Selection, *Resident Assistants, *Selection, Student Personnel Services

Identifiers-*Pennsylvania

The American phenomenon of more is better'' extends a value-loaded concept implicit in budget preparation. At any university, the scope, magnitude and cost of a residence hall assistant program selection process is a metaphor to illustrate efficiency and effectiveness of human resources. In order to discover a more efficient and effective selection process, data were collected from 329 student applicants to a Resident Assistant Program. Easily available variables such as term standing, grade point average, and terms lived in a residence hall were compared. Chi Square and T-Test procedures did not reveal any significant differences among the students who were continued or discontinued in the selection process. The outcome no difference'' does however have implications for widely used minimum criteria as a basis for selection. (Author/BMW)

ED 178 844 CG 013 958

Federal Strategy for Drug Abuse and Drug Traffic Prevention 1979.
Strategy Council on Drug Abuse, Washington, D.C.
Pub Date-79
Note-76p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (052-003-00640-5)
Pub Type- Reports - Descriptive (141) - Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Clinics, *Drug Abuse, *Drug Legislation, *Federal Government, *International Programs, *Law Enforcement, Marihuana, *Prevention, Rehabilitation, Research Projects

This represents an approach to the Nation's drug abuse problem and reflects the views of departments and agencies involved in the federal drug control and prevention effort, public interest groups and members of Congress. It describes a comprehensive strategy for federal activities relating to drug abuse prevention and control. Major topics include: (1) the nature and extent of the drug problem; (2) drug abuse treatment, rehabilitation and prevention; (3) domestic drug law enforcement; (4) international efforts at control; and (5) special analyses of marijuana, PCP and cocaine. (Author/BMW)

ED 178 807 CS 005 099

Von Hilsheimer, Catherine

Teaching Beginning Reading Sounds to Head Start Youngsters.

Pub Date-Apr 79
Note-63p.; M.A. Thesis, Stetson University ; Best copy available
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Basic Vocabulary, *Beginning Reading, Preschool Education, Preschool Programs, *Reading Instruction, *Reading Programs, *Reading Readiness; *Reading Research, Reading Skills
Identifiers-*Basal Reading, *Project Head Start

The effectiveness of the Three Owls Reading Method was tested, using 53 children from a Head Start program. The Three Owls system combines sight, phonic, and linguistic reading methods with movement and touch modes of instruction. After a pretest for phonic letter recognition, the students were matched and assigned to one of two classes in a crossover design. Group Alpha received 12 five-minute sessions in the Three Owls system, while Group Beta completed five minutes of nonreading activity on the same days. Tests were completed immediately following and nine weeks after this initial instruction. The process then was reversed, giving instruction to the Beta class, and both groups were retested. Letter recognition ability did not vary as a function of age, gender, race, or residence among the pupils. After instruction with the Three Owls system, both groups were able to identify letters correctly by sound and semantic association. Although a steady loss of ability occurred between instruction and the last posttest, all the children still identified more than 20 associations nine weeks after instruction. These results support the study's hypotheses and demonstrate the effectiveness of the Three Owls Reading Method. (RL)

ED 179 047 EC 122 020

Ross, E. Clarke

The Federal Government's Deinstitutionalization Program Initiatives: A Status Report (A Litany of Reports, Studies, Recommendations, Policy Debates, and Even Some Progress).

United Cerebral Palsy Associations, Inc., Washington, D.C.
Pub Date-May 79
Note-21p.
Journal Cit-Word from Washington Analysis; v8 n3 May 1979
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Federal Aid, *Federal Government, *Federal Programs, *Handicapped, Handicapped Children, Health Insurance, Health Services, *Public Policy
Identifiers-*Deinstitutionalization (Handicapped)

Analysis of six federal government studies on deinstitutionalization is followed by a discussion of initiatives enacted by the 95th Congress and proposals under consideration in the 96th. Among studies described are reports by the U.S. Government Accounting Office (Returning the Mentally Disabled to the Community: Government Needs to Do More''); Congressional Budget Office (Long Term Care for the Elderly and Disabled''); President's Commission on Mental Health; National Institute for Mental Health (Comprehensive Community Support Systems Demonstration Program''); Department of Health, Education, and Welfare Task Force on Deinstitutionalization; and the White House Conference on Handicapped Individuals. Among the initiatives of the 95th Congress cited are The Developmental Disabilities Amendments, congregate housing services, and use of resources from the Department of Housing and Urban Development. Proposals before the 96th Congress are said to include social services support, National Health Insurance, and work incentives under Supplemental Security Income and Disability Insurance. Also considered are issues in funding small group residences as Intermediate Care Facilities and a health care support proposal put forth by the National Association of Retarded Citizens and the Paralyzed Veterans of America. (CL)

Willett, Sandra L.

Information on Federal Student Assistance: Its Availability, Price, and Other Unfinished Business. Part One: Summary.

Harvard Univ., Cambridge, Mass. Kennedy School of Government.

Pub Date-Mar 76

Note-65p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Access to Education, College Students, Educational Finance, Educational Research, Eligibility, Federal Aid, *Fees, Grants, Higher Education, *Information Dissemination, *Information Needs, *Student Financial Aid, Student Loan Programs, Student Needs, Tuition

Identifiers-Basic Education Opportunity Grants, College Work Study, Guaranteed Student Loans, Massachusetts (Boston), National Direct Student Loans, Supplemental Education Opportunity Grants

The results of a study of the availability of student financial aid information is presented. Of the 68 independent, proprietary, and public postsecondary institutions in the Boston area eligible to participate in the Office of Education's five student assistance programs Basic Education Opportunity Grants (BEOG), Supplemental Education Opportunity Grants (SEOG), College Work Study (CWS), National Direct Student Loans (NDSL), and Guaranteed Student Loans (GSL) only two-thirds replied to a potential student's request for financial aid information. None estimated possible financial aid awards. Few institutions even stated their basic charges. Calculating time, materials, and fees involved, it is estimated that it would cost approximately $6,800 and three to six months time to determine the actual price of attendance (tuition plus fees minus financial aid) at all 68 schools. A summary discusses five major findings and five recommendations, such as providing specific retrospective information on awards to prospective students seeking financial aid. The methodology is described in Appendix A. Twenty pages of exhibits are included as well as a 12-item bibliography. (Author/PHR)

Terry, Arthur F., Ed.
The Four-Year College: Education and Work Alternatives. Spring Workshop, April, 1979.
Interinstitutional Consortium for Career Education, Salem, Oreg.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date-Sep 79
Grant-SEA-24-000-188
Note-76p.
Available from-Interinstitutional Consortium for Career Education, Marion Education Service District, 3180 Center Street, Salem, OR 97301
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role, Career Choice, *Career Education, Case Studies, Cooperative Education, Curriculum Development, Educational Alternatives, *Educational Objectives, *Education Work Relationship, Faculty Development, Higher Education, Learning Laboratories, Preservice Education, Sex Discrimination, *Sex Fairness, *Teacher Education, Workshops
Identifiers-Oregon

Three speeches and nine clinic summaries from a workshop on the four-year college and career education are presented. In Daniel Behring's speech, ``Career Education: Creative Program Opportunities for the College Administrator,'' the importance of career education on the college campus is discussed. Behring offers four suggestions for administrators, such as placing career education within the context of the existing goals of the school. In ``Alternative Schools: Today and Tomorrow,'' Robert Barr addresses the issue of alternative education and presents an overview of some on-going programs. Shirley McCune, in ``Achieving Sex Equity in Career Education,'' emphasizes the need for sex equity, the role of sex stereotyping in education, and the lack of responsiveness and effort in teacher education institutions toward the problem. Topics of the nine clinics are as follows: the role of the college administrator in career education, cooperative education, evaluating career education components in teacher education programs, sex role stereotyping guidelines for teacher educators, learning centers for career choice, faculty internships sponsored by the Kellogg Foundations, Career Activity Packages Self-Utilized Learning Experiences (CAPSULE), a new approach to course development, and a description of Oregon career education for preservice teachers. (PHR)

ED 179 228 IR 007 808

Regan, Tillman J.

Insights on Visual Capacities from Perceptual and Cognitive Styles.

Pub Date-18 Apr 78
Note-22p.; Paper presented at the National Convention of the Association for Educational Communications and Technology (Kansas City, MO, April 17-21, 1978)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, *Cognitive Style, *Cognitive Tests, Educational Research, *Preschool Children, Testing, *Visual Learning, *Visual Literacy

This paper presents the thesis that a perceptual rationale for visual literacy may be found in operational form within what is measured by established tests of cognitive style. Ten primary dimensions of cognitive style are briefly reviewed, including field independence-field dependence, impulsivity-reflectivity, visual-haptic, leveling-sharpening, constricted-flexible control, breadth of categorization, scanning, tolerance for unrealistic experiences, cognitive complexity-simplicity, and conceptualizing styles. Results of these tests are compared with tests for reading readiness and perceptual development designed for use with preschool age children. A conclusion is drawn as to the feasibility of visual literacy programs contributing to perceptual development. References include a bibliography, test instrument sources, and figures which depict sample items from selected test instruments. (Author/RAO)

ED 179 249 IR 008 176

Doughty, Philip And Others
Cost-Effectiveness Analysis and Instructional Technology: A Review of Conceptual Issues and Selected References.
Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0015
Note-62p.
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-35; $5.00 prepaid)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, *Cost Effectiveness, *Educational Technology, *Instructional Design, *Program Evaluation, Research Reviews (Publications)
Identifiers-Information Analysis Products

This document presents an overview of the current status of cost-effectiveness analysis and related techniques as they should be and are being applied to the field of educational technology, including an annotated bibliography of cost-effectiveness. Intended for practitioners with a basic understanding of instructional technology, this report is designed to guide improvement in the design, conduct, and use of cost-effectiveness studies in this area. Initial narrative sections examine the concepts and practice of cost-effectiveness evaluation and/or analysis as applied to instructional technology, and provide an overview of the literature on this topic. Citations are included throughout this portion of the document so that more informed selections of follow-up literature can be made. An appendix provides a review of the development of the practice of cost-effectiveness analysis of instructional technology programs and a brief review of that literature. Citations in this section are included in the list of references. (Author)

Strang, Ernest W.
Technical Assistance in Evaluating Career Education Projects. Final Report. Volume V: The Career Choice Substudy.
NTS Research Corp., Durham, N.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Contract-300-76-0312
Note-91p.; Some of the tables in this document will not reproduce well due to small print; For related documents see CE 019 277-280

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Choice, *Career Education, *Evaluation, Females, Minority Groups, *Program Effectiveness, *Secondary School Students, Student Attitudes, Student Interests, Technical Assistance, Vocational Interests

This document contains the fifth of five volumes reporting the activities and results of a career education evaluation project conducted to accomplsih the following two objectives: (1) to improve the quality of evaluations by career education projects funded by the United States Office of Career Education (OCE) through the provision of technical assistance to fifteen of these projects; and (2) to identify, as a result of this technical assistance effort, a field tested model which can be used by other career education projects funded by OCE in future evaluation efforts. This volume contains the design and results of a related substudy conducted to determine the relationships of career education to secondary students' career choices. Chapter 1 presents an introduction which provides the rationale for the substudy. Chapter 2 describes the evaluation design in detail. Chapter 3 contains the results obtained from the Future Plans Questionnaire administered for this study. Finally, chapter 4 presents recommendations and implications. Some of the findings reported in chapter 4 are the following: (1) female students tended to choose traditional occupations; (2) members of minority groups and females did select occupations in which members of their respective groups have been underrepresented; and (3) exposure to career education does interact with some student characteristics and affects the pattern of career choices made by students. (BM)

ED 178 721 CE 022 868

Follow the Yellow Brick Roads.

Buffington (Thomas) and Associates, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Apr 79
Contract-300-77-0470
Note-91p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02028-8)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness, *Career Education, Career Planning, Class Activities, Community Resources, Educational Administration, Guidance Services, Instructional Materials, Occupational Guidance, Program Administration, Programs, Resource Guides, *Resource Materials

This catalog of career education ideas and resources was developed to communicate the results of 1977 projects funded by the Office of Career Education. Ideas are grouped in four major sections: (1) Classroom with an emphasis on career awareness activities, infusion, and non-discriminatory attitudes toward the handicapped; (2) Community Resources what these are and how to tap them; (3) Counseling and Guidance; and (4) Management including promotion, implementation, staff roles, information exchange, and State Boards. Each page is headed by a statement that expresses a career education idea and its relation to a specific facet of education, while the Table of Contents also lists these ideas and specific activity titles. The catalog offers brief outlines or descriptions of ideas applicable from elementary through postsecondary education, with an indicator after each idea identifying origin. Further information can be obtained by reference to the Locator Pages appended. Most of the materials included are actual products of projects, although some were adapted to suit this format. (CP)

ED 178 778 CE 023 443

Breneman, David W. And Others

Education for Employment: Knowledge for Action. Report of the Task Force on Eduction and Employment National Academy of Education.

National Academy of Education, Washington, D.C. Task Force on Education and Employment.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Mar 79
Note-285p.
Available from-National Academy of Education, 11 Dupont Circle, Suite 130; Washington, D.C. 20036 ($14.95)
Pub Type- Books (010) - Reports - Evaluative (142) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, Adult Education, Basic Skills, Career Education, Career Planning, College Graduates, *Educational Benefits, *Educational Needs, Educational Philosophy, *Educational Policy, *Educational Responsibility, *Education Work Relationship, Employment, Employment Projections, Federal Aid, Job Training, Knowledge Level, Labor Market, Occupational Guidance, Relevance (Education), Research Needs, Skill Development, Work Experience Programs, Youth Employment

The authors review what is known about the relationship between education and employment and what is not known but should be. Having decided that education does not mean only schools and colleges, nor employment only work for pay, they concentrate on nine areas: (1) ``Where We Stand''; (2) Present and Future Labor Market Realities; (3) Youths' Problems in the Labor Markets; (4) Consequences of Schooling; (5) Work-Education Programs; (6) Career Guidance; (7) Learning Needs of Adults; (8) Employment and Training Programs; and (9) Occupational Licensure. Chapter 10 offers the action-oriented recommendations on areas where more knowledge and action are needed, such as basic skills development, work experience program improvement, development of more comprehensive and systematic guidance and counseling services, finding ways to finance and encourage recurrent education, and attention to the education and employment needs of ``outsiders'' in society. Appendix A spells out both research, experimentation, and policy recommendations and the priority ratings given these. Appendix B summarizes areas of agreement and disagreement between this and three related reports published in 1975 (on ``Manpower'' by Ginzberg, ``Education and Working Life'' by an OECD Task Force, and ``A Prospectus for an Education-Work Policy'' by Wirtz), none of which contains a thorough assessment of knowledge and research needs, according to the authors. Appendix C presents basic information on federal expenditures for education, training, and employment. (CP)

ED 178 890 CS 005 126

Wisconsin Handbook for Reading Improvement: Section D Publicity & Public Relations.

Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-79
Note-11p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Program Development, *Publicize, Public Opinion, *Public Relations, *Reading Improvement, *Reading Programs, *Resource Guides, School Community Relationship
Identifiers-*Right to Read

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This fourth booklet defines the need for organizing an effective public relations program in local Right to Read effort. Methods of disseminating information to the public are listed and sample news releases for newspaper and radio use are offered, along with suggestions for utilizing television coverage. Appended is an annotated bibliography of eight publicity and public relations resources. (AEA)

Chew, Charles R.

A Study to Determine the Relationship Between Indexes of Maturity and a Quality Grade in a Written Examination.

Pub Date-May 78

Note-80p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Comparative Analysis, *Composition (Literary), *Educational Research, Evaluation Methods, Followup Studies, Grade 11, Language Development, Secondary Education, *Student Evaluation

Identifiers-Hunt (Kellogg W), *Syntactic Maturity

The papers written by 57 high school students during the 1977 New York Regents Comprehensive Examination in English were analyzed to determine patterns of student writing maturity in comparison with research by Kellogg W. Hunt. Data were collected for t-unit length, clause length, clauses per t-unit, and t-units per sentence. A case study to discern qualitative rating features also was developed, using eight themes graded by two teachers. The results were as follows: The mean t-unit length of the top three quality groups corresponded to the length that Hunt prescribed for grade 12. The papers with the longest t-unit length were among those receiving the highest grades. Nearly one third of the papers had t-unit lengths less than the length that Hunt prescribed for grade 8, but only 23% received the lowest quality grade. Mean clause lengths were longer for the top quality groups, but more than half the papers had clause lengths below the length that Hunt designated for grade 8. No direct correlation was evident between a paper's quality grade and the ratio of clauses per t-unit. The best papers had the lowest ratio of t-units per sentence. The eight papers rated by the two teachers showed variations in quality that did not correspond to their rating order; and these papers were ranked in a different order by a third evaluator. (RL)

ED 178 986 CS 502 703

Scafe, Marla Siler, Ina C.

The Development of a Communication Competency Test at the University of Oklahoma.

Pub Date-Apr 79

Note-20p.; Paper presented at the Annual Meeting of the Central States Speech Association (St. Louis, MO, April 5-7, 1979)

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Business Skills, *Communication Skills, *Communicative Competence (Languages), Course Content, Higher Education, Measurement Techniques, *Minimum Competency Testing, *Speech Communication, *Student Evaluation, Student Placement, *Test Construction

The Department of Communication at the University of Oklahoma has developed a test of communication competencies to be administered to potential undergraduate business majors. In developing their list of competencies, department members were aided by previous work by the Speech Communication Association in identifying five broad categories of communication competence and 22 minimal communication competencies that children should have. Before determining their own list of competencies, department members identified topics covered in basic college communication courses, as determined by national surveys. They then examined and rejected two methods for assessing communication competencies (behavioral assessment and psychometric devices), deciding instead to use indirect measurement through written testing. The development of the written test was divided into four phases. In the first phase, department members identified six communication categories to be tested: formal speaking skills, development of arguments, analysis of messages, spontaneous communication skills, management of communication, and communication apprehension. The second phase focused on development of test items, the first pretest, and analysis of items. The third phase involved the revision of the test, the second pretest, and analysis of items. In the fourth phase, department members planned for further test revisions. (GT)

ED 170 071 FL 010 437

Hubbard, Louise J.

Foreign Language Study and the Black Student.

Pub Date-75

Note-8p.

Journal Cit-CLA Journal; v18 n4 p563-569 Jun 1975

Pub Type- Opinion Papers (120) - Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Education, Blacks, Black Stereotypes, *Black Students, *Career Opportunities, Cultural Factors, Educational Objectives, Higher Education, Humanistic Education, Individual Development, *Language Instruction, Secondary Education, *Second Language Learning, Self Actualization, *Self Concept

To view knowledge of a foreign language only as a classroom tool is limiting for any young person, and especially so for the black student. What good will study of a foreign language do me?'' is a legitimate question for any student to ask. For one thing, foreign language study liberates the mind. Beginning with the first contact with a foreign language, students develop a new perception of reality. Black students learn indelibly and irrefutably that minority status does not mean inferior. In addition to these humanistic reasons, there are also career-related reasons for foreign language study. Job opportunities open up in various areas for persons who, in addition to training in specialized areas, also have developed competence in a foreign language. Teachers, administrators and students themselves must see that Blacks receive training that will qualify them for superior positions and give them the flexibility needed for career adjustment. Both students and administrators must insist that good instruction and the opportunity to develop language skills are made available in the foreign language class. (AMH)

ED 179 091 FL 010 659

Becker, Judith A.

An Annotated Bibliography of Pragmatics.

Minnesota Univ., Minneapolis. Center for Research in Human Learning.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date-Feb 79
Note-19p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Annotated Bibliographies, *Child Language, Discourse Analysis, Language Development, *Language Patterns, *Language Usage, *Pragmatics, *Speech Communication

An annotated bibliography of materials that are useful in studying developmental pragmatics is presented. Two areas of pragmatics which are not included are referential communication and sociolinguistics. The annotations are brief and are intended to indicate the general content of the entry, but not experimental results or overall quality. Some of the books' annotations describe only relevant sections. (SW)

ED 179 112 FL 010 850

O'Callaghan, Delma

I.T.E. Experimental Test in Spoken French: Report on Work Carried Out on the Development of an Aural-Oral Language Test in French at Leaving Certificate Level. Publication No. 9 (B).

Linguistics Inst. of Ireland, Dublin.
Pub Date-78
Note-124p.
Available from-Institiuid Teangeolaiochta Eireann (Linguistics Institute of Ireland), 31 Fitzwilliam Place, Dublin 2, Ireland (1.50 Irish pounds)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*French, Language Instruction, *Language Tests, Listening Comprehension, *Listening Tests, Pretesting, Secondary Education, Second Language Learning, *Speech Skills, *Standardized Tests, *Test Construction, Test Reliability
Identifiers-*Ireland

Lack of emphasis on oral aspects of language in the Irish Leaving Certificate foreign language examinations has long been considered by teachers to be the chief reason for their inability to implement the aims of modern language teaching in Ireland. These aims are stated in the Department of Education's ``Rules and Programme for Secondary Schools'' 1977/1978. It was decided to try to devise an oral examination which could be used for Leaving Certificate French examinations. Such tests need to: (1) be simple to administer, (2) be capable of administration to each candidate in a reasonable time, (3) show reasonable consistency when used by many examiners, (4) use objective methods of assessment, and (5) encourage more emphasis on oral-aural skills in foreign language teaching. The report covers preliminary study and testing, preparation for pre-testing, examiners' feed-back, inter-rater reliability, the pre-test, comments of examiners and students, development of a final test, item statistics for aural and oral experimental tests together with raw score numbers, and statistics for selected sub-tests and totals in the experimental French oral/aural examination. (Author)

ED 179 208 IR 007 870

Min, Kellet And Others
The Hawaii Educational Dissemination Diffusion System Plan.
Hawaii State Dept. of Education, Honolulu.
Spons Agency-National Institutes of Health (DHEW), Bethesda, Md.
Pub Date-Jun 79
Grant-NIE-G-78-0012
Note-103p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Data Bases, Diffusion, Educational Improvement, Educational Resources, *Information Dissemination, Information Needs, *Information Services, *Information Systems, Program Planning, State Departments of Education, *State Programs, Tables (Data)
Identifiers-*Educational Information, *Hawaii

Hawaii's endeavor to use information technology to improve educational practices within the state is described in four major sections: (1) the framework of the plan, including a brief history of dissemination, the goals of the plan, and philosophic statements on resources, linkages, and leadership; (2) the resource component, including an examination of databases containing knowledge resources for teachers and administrators, and an examination of services by brokers and vendors which promote access to databases and manually accessed data files; (3) the linkage component, which concerns the connection between knowledge resources and persons who could benefit from using them, and which discusses the personal attributes needed by linkers, knowledge required by linkers, and services they provide; and (4) the leadership component, which considers some of the concepts that guided the development of this plan i.e., coordination among state agencies, creation of a supportive environment, financial support requirements, and evaluation in the context of the three major functions of planning, supporting, and evaluating. An executive summary with recommendations concludes the report. (FM)

ED 178 799 CG 013 906

Waddell, Fred E. And Others

Housing Needs of the Elderly: A Learning Module.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-G007604713
Note-70p.; For related documents see CG 013 902-903 and CG 013 905-907
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Consumer Education, Counselors, *Housing Needs, *Housing Opportunities, Life Style, Money Management, *Older Adults, Program Development, *Retirement, Self Evaluation, Self Help Programs

This manual is designed to assist those helping professionals responsible for developing consumer education programs for older adults on the topic of housing needs. In a modular presentation format, the materials address the following areas of concern: (1) housing alternatives; (2) subsidized housing; and (3) considerations in deciding where to live and selling or purchasing a home. The appendices contain strategies for analyzing housing needs, estimating household expenses, evaluating the plans of a house and checklists for assessing the benefits and disadvantages of retirement homes and apartments. Workshop guidelines, a program checklist, a facilitator's guide, and references are also provided. (HLM)

ED 178 936 CS 205 282

Kunz, Don

Creative Writing/Reading Program for Elementary School Children.

Pub Date-Oct 79

Note-24p.; Paper presented at the Annual Meeting of the Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Creative Development, *Creative Writing, Elementary Education, *Lesson Plans, *Literature Appreciation, *Poetry, Reading Programs

This paper recommends that poetry rather than other literary forms be used to teach creative reading and writing to young children. The advantages of using poetry are described as follows: inhibitions are overcome quickly; opportunities for a wider range and more complex level of student achievement are created; high quality pieces of writing are composed in a reasonable time; penmanship, grammar, spelling and syntax are mastered; and sensitivity, social acceptance, and a sense of self worth are developed. The paper also includes basic directions for implementing a creative writing/reading program, suggestions for encouraging a playful atmosphere in such a program, and a set of six creative writing lesson plans. (AEA)

ED 178 962 CS 502 683

Cambra, Ronald E. Klopf, Donald W.
Communication Apprehension among Hawaiians.
Pub Date-Aug 79
Note-25p.; Paper presented at the Annual Meeting of the Communication Association of the Pacific (Honolulu, HI, July 30-August 1, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, Business Skills, College Students, Educational Research, Fear, Higher Education, *Speech Communication, *Writing
Identifiers-*Communication Apprehension, *Communication Research, Hawaii

Communication apprehension among Hawaiians is the subject of three related papers in this document. Each of the papers defines communication apprehension and discusses the implications of such anxiety on a person's functioning in society. The first paper describes a study in which 16% of a sample of University of Hawaii students, also employed, scored in the high or severe apprehensive category on the Personal Report of Communication Apprehension. A program for lowering apprehension is also described. The second paper describes a study of undergraduates at the University of Hawaii that concluded that the university had a greater incidence of apprehension than elsewhere in the nation. The third paper explores the relationship between apprehension about speaking and about writing among University of Hawaii students and concludes that Hawaiian students perceived themselves to be more apprehensive about writing than did the general American population and that an inverse relationship existed between apprehension of oral communication and writing. (MKM)

ED 178 704 CE 022 375

A Process for Planning and Implementing a Curriculum Articulation Effort.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Jan 78

Grant-G05-77-00150

Note-66p.; Charts and bibliography may not reproduce well because of small, broken type

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Advanced Placement, *Articulation (Program), *Curriculum, Educational Coordination, Interagency Coordination, Minimum Competency Testing, Performance Based Education, Post Secondary Education, *Program Coordination, Program Planning, Resource Guides, School Industry Relationship, Secondary Education, Student Evaluation, *Vocational Education

Identifiers-Wisconsin

To serve educators and administrators interested in planning curriculum articulation in vocational education, this resource guide addresses problems and procedures basic to that effort. It offers applicability and generalizability across vocational programs, from pre-vocational through college levels; to "external" resources, such as business/industry/labor groups, advisory boards and councils, and legislative bodies; to other educators and agencies dealing with special student populations; and to private vocational training programs. Its two sections Planning and Implementing Articulation offer brief surveys and step-by-step ways to recognize needs, approach local coordinators, set up coordinating committees, administer surveys, and rank student competencies in order of importance so as to allow for advanced placement, open entry/open exit programs, and to take advantage of a suggested competency-based student achievement record. Appendixes include charts, evaluation forms, a list of catalogs (either available or under development) on various job titles, and a Directory of Curriculum Articulation for Wisconsin. (CP)

ED 178 822 CG 013 935

Manthei, R. J. Small, J. J.
Practicum Training for School Counsellors.
Pub Date-79
Note-9p.
Pub Type- Reports - General (140) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Counselors, *Counselor Training, *Evaluation Methods, Foreign Countries, Guidance Personnel, Interviews, *Microcounseling, *Practicums, *Skill Development, *Training Objectives, Training Techniques
Identifiers-*New Zealand (Christchurch)

This report describes how theoretical principles and counseling skills are taught in a program for training school counselors. The model used resembles others in assuming that three main phases can be discerned in most counseling relationships: a beginning phase, a developing phase and an action phase. Within each phase, specific skills are identified, explained and practiced in a micro-counseling format. The parcticum is designed to enable counselors to develop competence and confidence in working with students, teachers, parents and referral service staff. Training in counseling skills is offered through role-playing, simulations, and structured exercises. Audio- and video-tape equipment is used for demonstrations, supervision and counselor self-analysis. Also, each counselor works one day per week in a local secondary school under the guidance of that school's counselor. This skills-based practicum is only part of the whole program. Formal assessment of this model has yet to be carried out. Although the model is geographically specific, it can be adapted for counselor training programs elsewhere. (Author/BMW)

ED 178 845 CG 013 959

Rosenblum, Robert H. Blew, Carol Holliday
Victim/Witness Assistance.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Jul 79
Contract-J-LEAA-030-76
Note-105p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (027-000-00831-3)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Services, *Counseling Services, *Crime, *Criminal Law, Law Enforcement, *Legal Aid, Program Evaluation, *Program Planning
Identifiers-*Victims

This monograph highlights the elements of four victim-assistance programs which demonstrate the range of services currently being offered. It provides a preliminary look at the impact of such programs and points out where more information is needed. Major topics include victim and witness services and monitoring thereof. The two goals of victim-assistance programs are delineated enhancing the quality of justice by satisfying the emotional and social needs of crime victims and witnesses and increasing the willingness of victims and witnesses to cooperate with police and prosecutors after they have reported a crime. (Author/BMW)

ED 179 009 EA 012 115

Lyons, Raymond F.
Personnel Policy and the Training of Administrative and Planning Personnel for Education in Developing Countries. IIEP Seminar Paper: 37.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
Pub Date-77
Note-16p.; A contribution to the IIEP/SIDA Seminar on ``Changing needs for training in educational planning and administration'' (September 27-Oct 1, 1976)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Personnel, Administrator Education, *Developing Nations, Education, Educational Administration, Foreign Countries, *Personnel Policy, Personnel Selection, Salaries

The object of this paper is to raise some questions about the relationship between personnel policies and policies for training administrative personnel in the educational part of the public service in developing nations. The paper first examines personnel policies in order to indicate some of the issues that are relevant to training policy. Three elements are examined recruitment and selection, pay and incentives, and work arrangements. The paper then considers training policies with particular reference to the organization. One technical constraint is that ministries of education and other bodies concerned with the estimation of needs for training and the organization of the supply of it may not be in a position to organize a comprehensive strategy for training. (Author/IRT)

ED 179 092 FL 010 660

Billingsley, Patricia A. Johnson, Neil A.

Nonsexist Use of Language in Scientific and Technical Writing.

Human Engineering Labs., Aberdeen Proving Ground, Md.
Report No.-TM-21-78
Pub Date-Jul 78
Note-19p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Guidelines, Language Styles, *Language Usage, *Literary Conventions, Sex Discrimination, *Sex Stereotypes, *Technical Writing, *Written Language
Identifiers-*Sexist Language

The need to introduce nonsexist language into scientific and technical writing is addressed. By taking advantage of the versatility of the English language, it can easily and clearly be indicated that either one or both of the sexes is being discussed, without resorting to biased, euphemistic, or newly-invented wording. There are two conceptually different aspects of writing style on which attention should be focused: language that designates improperly and language that evaluates in situations that should be nonevaluative. Careful selection of nouns, pronouns, and adjectives can eliminate or minimize the occurrence of ambiguity in designating sex identity. Examples of where changes are needed and substitute wording are presented on the following: use of personal pronouns, and use of generic terms to indicate homo sapiens. Examples of problems of evaluation and suggested alternatives concern: sex-typed adjectives or descriptions, use of irrelevant demographic information, use of nonparallel construction, use of inaccurate terminology, and use of sex-typed illustrations. Substantive guidelines for eliminating sex bias in scientific and technical writing, a reference list, a list of materials for further reading, and information on a genderist rating scheme for written and oral communication are included. (SW)

ED 179 168 **HE 011 999**

Stewart, Jewel H.

A Profile of Age of Students Attending Missouri Colleges and Universities, Fall 1978. Research and Planning Series, Report 79-6.

Missouri State Dept. of Higher Education, Jefferson City.

Pub Date-Sep 79

Note-76p.

Available from-Missouri Department of Higher Education, 600 Monroe, Jefferson City, MO 65101

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Age, *College Students, Community Colleges, Comparative Statistics, Enrollment Projections, *Enrollment Rate, *Full Time Students, Higher Education, Junior Colleges, *Part Time Students, Private Colleges, State Colleges, State Surveys, *Statewide Planning, Undergraduate Students

Identifiers-*Missouri

Data on age distributions for students enrolled in higher education institutions in Missouri for the 1978-79 school year are presented. The majority of students were within the traditional age group for college attendance (21 years of age or younger). This was especially true for the full-time undergraduate student. A substantial number of students were enrolled part-time, and the majority of these students were between 25 and 34 years of age and were enrolled in the state-supported two-year institutions, the independent universities, and the independent two-year institutions. It is suggested that institutional policy-makers will need to be more flexible as consideration is given to the older student. Considerations of scheduling, course offerings, and other student services will require attention. Institutions located in urban areas will perhaps reflect an increase in part-time enrollments since the location of these institutions will enable persons to continue current employment and also to cut college costs by living at home. The extent of part-time enrollments during the next decade will perhaps have the greatest impact on higher education enrollments. (SW)

ED 179 188 HE 012 025

Maier, Joseph, Ed. Weatherhead, Richard W., Ed.
The Latin American University.
Pub Date-79
Note-237p.
Available from-University of New Mexico Press, Albuquerque, NM ($5.95)
Pub Type- Books (010) -- Information Analyses (070)
Document Not Available from EDRS.
Descriptors-College Faculty, *College Role, College Students, Comparative Education, Educational Change, Educational Development, *Educational History, *Educational Philosophy, Foreign Countries, *Higher Education, Institutional Characteristics, *Latin American Culture, Models, School Community Relationship
Identifiers-*Brazil, *Latin America

A comparative overview is presented of the Latin American university, which is seen as an institution with a particular history and definite role. Chapters are as follows: The Latin American University: An Introduction,'' by Joseph Maier and Richard W. Weatherhead; Origin and Philosophy of the Spanish American University,'' by Mario Gongora; Origin and Philosophy of the Brazilian University,'' by Anisio Teixeira; The European Background,'' by Hanns-Albert Steger; Models of the Latin American University,'' by Orlando Albornoz; University Reform,'' by Jose Luis Romero; Students in the Latin American University,'' by Alistair Hennessy; The Rector, the University, and Society,'' by Luis Manuel Penalver; and The Professor and the Catedra,'' by Gino Germani. A bibliography is included. (SW)

ED 178 740 CE 023 041

Kidd, Ross Byram, Martin

Popular Theatre: A Technique for Participatory Research. Participatory Research Project. Working Paper No. 5.

International Council for Adult Education, Toronto (Ontario).
Spons Agency-Hazen Foundation, New Haven, Conn.
Pub Date-Jul 79
Note-41p.; For related documents see CE 023 040
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Adult Literacy, Change Strategies, Citizen Participation, Community Cooperation, Community Development, *Community Involvement, Cooperative Planning, Group Activities, Local Issues, Outdoor Theaters, *Outreach Programs, *Problem Solving, Production Techniques, Research, *Social Action, Social Change, *Theater Arts
Identifiers-Botswana, Freire (Paulo), Participatory Research

Popular theatre that speaks to the common man in his own language and deals with directly relevant problems can be an effective adult education tool in the process Paulo Freire calls conscientization a process aiming to radically transform social reality and improve people's lives. It can also serve as a medium for participatory research. Popular theatre offers a methodology for massive scale application which is manageable by village-level animateurs because (1) it can create awareness of people's own resources and mobilize them; (2) it provides continuity in definition, analysis, and solution of community problems; (4) as entertainment, it attracts and holds interest; (5) the researcher is a committed participant and learner not a detached outsider; (6) as collective expression, it fosters cooperative thinking and action. Important features include the discussion after every performance, when people share ideas and identify problems, and participation, since everyone can manage theatre, given a predetermined plot line for dialog improvisation; actors are already familiar with issues and situations. Furthermore, this already familiar medium defuses feelings of educational inferiority arising from social prejudice or illiteracy. Adult educators in Botswana have used popular theatre in community education campaigns, resettlement education, Freirean literacy work using theatrical story-telling instead of pictures, and as part of extension work in choosing appropriate technology for rural development. Descriptions of these four examples are included in the paper as each moved through problem identification to action while demonstrating popular theatre's role in social transformation programs. (CP)

ED 178 759 CE 023 247

Lacy, Richard C. Park Ok D.

Job Application and Interview. Instructor's Guide. 1979 Edition.

Missouri Univ., Columbia. Instructional Materials Lab.

Pub Date-Sep 79

Note-391p.

Available from-Instructional Materials Laboratory, University of Missouri-Columbia, 10 Industrial Education Building, Columbia, Missouri 65211 ($15.00, Instructor's Guide; $6.50, Student Materials)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Business Education, *Career Development, Career Education, *Employment Interviews, Employment Opportunities, Instructional Materials, *Job Application, *Job Search Methods, Learning Activities, Promotion (Occupational), Secondary Education, Teaching Guides

Designed primarily for business and office education, this instructor's guide is divided into nine units: (1) Why Work?; (2) Career Opportunities; (3) Occupational Information; (4) Self-Evaluation; (5) Letter of Application and Application Blank; (6) Job Interview, Tests, and Forms; (7) Money Management; (8) Job Success Factors; and (9) Job Promotion and Advancement. Further, each unit is divided into a list of behavioral objectives, a unit outline, a list of student activities with transparency masters and handouts, suggested case problems, and student evaluation activities. (A list of supplimentary resource materials is appended.) (LRA)

Fischer, Hardi

Continuity and Discontinuity of Perceptual Development.

Pub Date-Jun 79
Note-12p.; Paper presented at the Annual Meeting of the International Society for the Study of Behavioural Development (Lund, Sweden, June 25-29, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Development, Developmental Stages, Elementary Education, Maturation, *Perception, *Perceptual Development, Sensory Integration, *Visual Perception

Despite external changes such as those of magnitudes, the functional properties of the visual system also improve with increased age. According to Jean Piaget's centration/decentration theory, the process of perceptual development might continue until adulthood and even after. However, perceptual development should not be understood in all of its aspects as a linear improvement. For example, constancy is better developed in children approximately eight years of age than in either younger or older subjects. Therefore, in such cases, the perceptual development corresponds to a u-shaped curve. The same is true for depth perception, which is best developed in children approximately nine years old. These examples suggest an increased cognitive involvement in perceptual processing that leads to an overemphasized cognitive compensation. The experimental method used in research on perceptual development, however, might influence the determination of the so-called critical age levels.'' Nevertheless, perceptual development in children does not correspond either to monotonously increasing nor decreasing improvement alone. Discontinuity seems to be a rule in many aspects of the perceptual development. (Author/FL)

ED 178 891   CS 005 127

Wisconsin Handbook for Reading Improvement: Section E Assessment.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-79
Note-43p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Evaluation Criteria, Evaluation Methods, Measurement Instruments, *Needs Assessment, Program Descriptions, Program Development, *Program Planning, *Questionnaires, *Reading Improvement, *Reading Programs, *Resource Guides, Surveys
Identifiers-*Right to Read

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering qualtiy reading instruction and as models for improvement where there is a need for change. This fifth booklet suggests a model to use in planning a local Right to Read program that includes the following steps: commitment to begin systematic planning; goal development; assessment of needs and resources; problem analysis; generation of alternatives; prioritizing and costing out alternatives; selection of policies/program; implementation; and evaluation of policies/program. Sample survey items are presented for assessing the needs of adults, parents, administrators, teachers, students, and the general public. Also included are suggestions for sampling procedures and techniques for conducting and analyzing surveys, a discrepancy model for determining needs, a reading program assessment scale, attitude scales, a sample cost analysis chart, formats for implementation, and a list of key evaluation questions. (AEA)

ED 179 029 EC 121 272

Hampel, Angelica And Others

Support Services for Exceptional Students: Butte, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity Counties.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Mar 79

Grant-G007702227

Note-58p.; See EC 121 264-271 for other California counties.

Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, *Agencies, *Ancillary Services, Community Agencies (Public), *Exceptional Child Services, *Handicapped Children, Mainstreaming, Prevocational Education, Private Agencies, Resource Guides, Secondary Education, State Agencies, *State Programs, Vocational Directors, *Vocational Education, Vocational Rehabilitation

Identifiers-*California

Intended for use by vocational administrators responsible for mainstreaming handicapped students into vocational education classes, the resource guide lists and describes governmental and private agencies that provide vocational programs and support services for the handicapped on a local and statewide basis in the California counties of Butte, Del Norte, Glenn, Humboldt, Lake, Lassen, Mendocino, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity. The agencies are presented alphabetically, grouped by counties, with a separate section for statewide agencies. A listing of agencies by relevant handicapping conditions is also provided, along with definitions of various handicapping categories. Under each agency is listed its name, its specific concern, the handicapped groups it serves, its intended users, the specific services it provides, its address, and any costs of its services. The agencies described provide the following types of vocational and support services: vocational testing and evaluation, vocational counseling, prevocational training, work adjustment, sheltered workshops, work activities, building and equipment adaptation, job placement and referral, independent living skills, information and referral, legal advice, diagnosis and evaluation, psychological services, physical therapy, speech therapy, occupational therapy, special aids and appliances, braille and tape transcription, mobility and orientation training, deaf interpreting, medical services, instructional materials, educational assessment, academic tutoring, and advocacy. (DLS)

ED 179 048 EC 122 021

Reynolds, Grace D., Comp.

Project Aquatics Mainstreaming (Project PAM): Proceedings of the National Institute (Washington, D.C., January 22-24, 1979).

National Board of Young Men's Christian Associations, New York, N.Y. Urban Action Commission.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jan 79
Note-287p.
Available from-Grace D. Reynolds, P.O. Box 698, Longview, WA 98632 ($10.00)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Attitudes, Facility Guidelines, *Handicapped, *Handicapped Children, *Mainstreaming, Program Development, Program Evaluation, *Swimming
Identifiers-*Project Aquatics Mainstreaming

The proceedings of an institute on PAM Project Aquatics Mainstreaming, designed to develop a continuum of services in aquatics for handicapped persons is presented. Addresses touch on the following topics: the project's history, analysis of mainstreaming, mainstreaming issues (including legal and legislative ones); program and individual assessment; mainstreaming facilities; family involvement; mainstreaming a competitive program; financing the aquatics program; attitudes and values; and personnel preparation for the mainstreamed program. (CL)

ED 179 229 IR 007 899

Guidelines for Merit Media Programs.

Kentucky State Dept. of Education, Frankfort. Div. of Instructional Services.

Pub Date-79

Note-55p.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiovisual Centers, Educational Resources, Facility Inventory, *Instructional Materials Centers, Media Specialists, *Merit Rating Programs, Personnel Evaluation, Program Evaluation, Resource Centers, *Self Evaluation, *Standards

Identifiers-Kentucky

Merit ratings for school media programs that exceed state requirements in Kentucky are explored. Standards for administrative support, facilities, resources, personnel, and programs are provided as well as procedures for conducting a self-study prior to an on-site visit. The self-study instrument which is the major part of the document covers such areas as community background, administrative support, a facilities inventory, resources available, personnel profiles, program activities, and recommended attachments. A glossary of terms completes the form. (RAO)

Daniel, Evelyn H. Ely, Donald P.

Assessing the Competencies of Media Professionals: A Model for Determining Costs and Effectiveness.

Syracuse Univ., N.Y. ERIC Clearinghouse on Information Resources.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0015
Note-68p.; For a related document, see ED 149 740
Available from-Syracuse University Printing Services, 125 College Place, Syracuse, NY 13210 (IR-39; $4.75 prepaid)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Competence, *Cost Effectiveness, Higher Education, *Media Specialists, *Performance Based Education, *Student Evaluation
Identifiers-Information Analysis Products

This is a summary of the procedures and outcomes of a study undertaken to develop alternative strategies for evaluating the competencies of library media personnel in competency-based programs. The study was prompted by a realization that, although competency-based programs for school library media specialists are increasingly being adopted by state agencies as a basis for certification and by educational institutions as a procedure for educating media professionals, the effort in developing these programs has been heavily weighted toward the generation of competency statements with little attention being paid to the perhaps more difficult problem of competency assessment. The methodology for this project involved working back and forth between literature review and theoretical model development, and the collection of empirical data testing various aspects of the model with formal and informal interviews of various experts to critique the developing model. A cost-effectiveness approach was selected as the most appropriate method, with the ultimate goal of providing educational decision-makers with an array of assessment strategies for each individual competency, together with the costs and effectiveness measures associated with each strategy. (Author/RAO)

ED 178 722 CE 022 872

Shively, Joe E. Davis, Carolyn S.
Experience-Based Career Education Part D Program, Project CLETE. High Point, North Carolina. Final Evaluation Report.
Appalachia Educational Lab., Charleston, W. Va.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Grant-G047703002
Note-118p.; For a related document see CE 022 871
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Academic Achievement, Basic Skills, *Career Education, Comparative Analysis, Educational Assessment, Employer Attitudes, *Experiential Learning, High School Students, Parent Attitudes, *Program Evaluation, Relevance (Education), Senior High Schools, Student Attitudes, Vocational Maturity
Identifiers-*Experience Based Career Education, North Carolina (High Point)

This report describes the findings of a third party evaluation of the High Point Schools, North Carolina, experience-based career education (EBCE) program. Six instruments were used to compare EBCE and non-EBCE students: (1) The Comprehensive Tests of Basic Skills, (2) the JOBS instrument, (3) the Attitude Scale of the Career Maturity Inventory, (4) the Student Attitude Survey battery, (5) the Nowicki-Strickland Scale, and (6) a student information questionnaire. In addition, a parent opinion survey and an employer questionnaire were utilized. Analysis of demographic data indicated that in the comparison group, as contrasted with the EBCE group, there were more females, more whites, better educated parents, and more fathers employed in professional/administrative occupations. Analysis of scores on standardized basic skills tests indicated that EBCE students did as well as comparison students on reading comprehension and math concepts; comparison students did significantly better than EBCE students on math applications. Analysis of scores on part 2 of the Student Attitude Survey battery indicated that students did not acquire significantly greater mastery in career knowledge nor in career planning. Parent and employer survey data indicated that both groups were positive towards the program. (Survey instruments are appended.) (LRA)

ED 178 800 CG 013 907

Waddell, Fred E. And Others

Consumer Frauds and Deceptions: A Learning Module.

Virginia Polytechnic Inst. and State Univ., Blacksburg.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 76
Grant-G007604713
Note-61p.; For related documents see CG 013 902-903 and CG 013 905-907
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Consumer Education, *Consumer Protection, Counselors, Crime, *Legal Aid, *Older Adults, Self Help Programs
Identifiers-*Deception, *Fraud

This manual is designed to assist helping professionals responsible for developing consumer education programs for older adults on the topic of consumer fraud and deception. In a modular presentation format, the materials address the following areas of concern: (1) types of frauds and deceptions such as money schemes, mail order fraud, door-to-door sales, medical quacks, phony official investigators, and home improvement/repair rackets; (2) points to remember to prevent defrauding; and (3) alternatives for obtaining legal assistance, if needed. Workshop guidelines, a program checklist, a facilitator's guide, and references are also provided. (HLM)

ED 178 937 CS 205 283

Comprone, Joseph J.

Using Problem-Solving as a Method of Developing Sequenced-Assignments in a Writing About Fiction and Film Class.

Pub Date-Nov 78
Note-13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (68th, Kansas City, MO, November 23-25, 1978)
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Composition (Literary), Discovery Learning, *Inquiry Training, *Literary Analysis, *Problem Solving, *Questioning Techniques, Teaching Techniques, Writing Skills
Identifiers-*Composition Process, *Heuristics

A series of 13 questions is offered for sequencing student writing activities according to a problem solving model of the composing process. The questions are organized in a cyclical framework for approaching any problem solving task that writing students may face. The questions fall into four progressively developed categories, including articulation of the problem, defining goals, developing a procedure for solving the problem, and evaluating the problem/solution with prescribed criteria. A sequence of writing assignments based on the short story Silent Snow, Secret Snow'' by Conrad Aiken, shows one way of using the questions to help students develop personalized methods of intellectual discovery as they develop writing skill. (RL)

ED 178 963 CS 502 667

Bailey, John N., Ed.

Profile of IABC Communicators. Special Issue.

International Association of Business Communicators, San Francisco, Calif.

Pub Date-79

Note-31p.

Journal Cit-Journal of Organizational Communication; v8 n4 1979

Pub Type- Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Communication, Career Opportunities, Communication (Thought Transfer), Employment Opportunities, *Occupational Surveys, *Organizational Communication, Promotion (Occupational), Salaries

The findings of Profile/79, the third biennial survey by the International Association of Business Communicators (IABC) of fact and opinion culled from questionnaires completed and returned by 2,742 members, make up this journal issue. Tabular data presented covers such information as a profile of a typical communicator, comparisons of business organizations and of communicators' salaries, opportunities for advancement, an overview of changes in the field since the issuance of the last questionnaire, a profile of a typical publication, and a comparison rating of IABC services. (AEA)

ED 178 987 CS 502 704

Judd, Larry R.

Self-Disclosure in Speech Communication Pedagogy: A Case Against Overemphasis.

Pub Date- 78
Note-22p.; Study prepared at the University of Houston
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Classroom Techniques, Higher Education, Interaction, Interaction Process Analysis, *Interpersonal Relationship, *Mental Health, *Speech Communication, Teaching Methods
Identifiers-*Self Disclosure

Noting that speech communication educators have developed a unique interpretation of the nature and role of self-disclosure in interpersonal communication that it is essential in enhancing interpersonal relations and in bringing about improved mental adjustment this paper contends that such an approach to communication overemphasizes the self-disclosure role. It argues that there is insufficient evidence to support the belief that the goals of better mental adjustment and improved interpersonal relationships will be realized by a majority of the consumers of the approach. (Author/FL)

Thypin, Marilyn Glasner, Lynne
More Food for Our Money: Food Planning and Buying.
Pub Date-79
Note-57p.; Photographs may not reproduce clearly
Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101 ($3.50)
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Consumer Economics, *Consumer Education, *English (Second Language), *High Interest Low Vocabulary Books, *Language Instruction, Postsecondary Education, Purchasing, Reading, *Reading Instruction, *Reading Materials, Secondary Education

This high interest low vocabulary reader is part of a consumer education series to be used in adult English as a Second Language (ESL) classes. Each page of text is illustrated with black-and-white photographs. (AMH)

Willett, Sandra L.

An Overview: Consumer Protection in Higher Education. Why? For Whom? How?

Office of Consumer Affairs, Washington, D.C.
Pub Date-12 Jan 75
Note-19p.; Paper presented at the Annual Meeting of the Association of American Colleges (January 12, 1975)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, *College Students, Consumer Education, *Consumer Protection, Educational Quality, Federal Regulation, Government Role, *Higher Education, Information Needs, Local Government, Participant Satisfaction, State Action

The protection of the student and prospective student at the postsecondary level is examined. Twenty-five possible educational abuses and concerns, such as discriminatory refund policies and misrepresentation, identified by the Federal Interagency on Education are listed. Ten issues selected as the thrust of the first National Conference on Consumer Protection in Education, held in March 1974, are outlined. Studies show that students expressed significant dissatisfaction with their education, citing such problems as lack of job placement and discrimination in hiring and salaries against minorities and women. Suggestions for the implementation of consumer protection are made for the federal, state, and private level. Areas in need of action (research; technical assistance to increase standards and awareness; information dissemination to school, agencies, and students; and coordination of efforts) are identified. (PHR)

ED 179 151 HE 011 976

1979-80 Student Charges at State and Land-Grant Universities (Tuition, Required Fees, Room and Board).
National Association of State Universities and Land Grant Colleges, Washington, D.C. Office of Communications Services.
Pub Date-79
Note-26p.
Available from-National Association of State Universities and Land-Grant Colleges, Office of Communications Services, One Dupont Circle, Suite 710, Washington, DC 20036
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Housing, *Cost Indexes, Dentistry, Fees, *Higher Education, *Land Grant Universities, Medical Education, National Surveys, Regional Characteristics, *State Colleges, *Student Costs, Trend Analysis, *Tuition, Veterinary Medicine
Identifiers-New England

A survey of student charges at state universities and land grant colleges shows that the percentage rise of median undergraduate tuition and fees is less than the percentage rise of the consumer price index, that non-resident tuition is up almost 10 percent, that New England has the highest median regional student cost, and that resident medical and dentistry students and non-resident veterinary medicine students pay the largest tuition increases for 1979-1980. Other findings revealed that non-resident students lead in median of tuition differences over the previous year, that only two institutions held the line on all undergraduate costs, that public higher education costs vary widely from campus to campus, that highest and lowest cost by campus follow the usual regional patterns, and that long-term median tuition rises outstrip the long-term rise in the higher education price index. Data revealed that the median total undergraduate costs jumped less than the long-term rise of the higher education price index over the past decade. An alphabetical-by-state listing shows the changes in student charges in each category over the 1978-1979 figures. (Author/PHR)

ED 178 779 CE 023 447

Completing the Youth Agenda: A Plan for Knowledge Development, Dissemination and Application for Fiscal 1980.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-Oct 79
Note-76p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Education, Demonstration Programs, Disadvantaged Youth, Economically Disadvantaged, Employment Programs, *Federal Programs, Information Dissemination, Policy Formation, Program Costs, Program Descriptions, *Program Planning, *Public Policy, *Youth Employment, Youth Programs
Identifiers-United States, *Youth Employment and Demonstration Projects Act

Focusing on follow-through, synthesis, dissemination, and application, this Youth Employment and Demonstration Projects Act plan for knowledge development in 1980 is divided into seven key sections. The first section presents projects which will require continued funding and refinement to realize their objectives. Section 2 provides a list of initiatives which will commence in 1980 based on development in the two previous years. The third section discusses new initiatives which are needed to (1) improve existing programs, (2) target them on significant segments of the youth population and (3) to test other delivery approaches. Section 4 discusses the need for mechanisms to insure the knowledge developed from these activities is objectively assessed and factored into policy. Section 5 focuses on the need for a significant effort to improve the understanding and competencies of the employment and training system if lessons are to be applied to actual programs. The final sections describe the need for a built-in cushion for unforeseen contingencies as well as needs which arise during 1980 and beyond and review the fiscal 1980 projected findings. (LRA)

ED 178 846 CG 013 960

Gold, Gerard G.
Career Guidance and Community Work-Education Councils.
National Manpower Inst., Washington, D.C.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Jun 79
Contract-DOL-99-8-653-33-11
Note-78p.; Best copy available
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Career Choice, *Community Programs, Educational Counseling, *Education Work Relationship, *Guidance Personnel, Guidance Services, Individual Counseling, *Models, *Occupational Guidance, Policy Formation, Vocational Counseling, *Vocational Education

Career guidance for youth and adult transition between education and work is a concept central to recent policy-making and national program development. This paper views career guidance as a function being transformed by changing economic, political, institutional, social and educational values and capacities. Recognition for the community-wide responsibility for providing career guidance is essential for effective planning. Major foci include national developments in career guidance, trends in program development, community councils, and career guidance. (Author/BMW)

ED 178 915 CS 205 259

Duke, Charles R.

Language Play and the Teaching of Poetry.

Pub Date-Oct 79

Note-15p.; Paper presented at the Annual Fall Conference of the New England Association of Teachers of English (Portsmouth, NH, October 19-21, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Imagery, *Language Arts, Language Development, *Language Skills, Lesson Plans, *Literature Appreciation, Metaphors, *Poetry, Teaching Techniques

Several suggestions for interesting students in poetry and word play in the language arts classroom are presented in this paper. Activities recommended to establish a climate in which language play is a natural activity and to help students make connections between their own word play and that engaged in by poets include: expanding concrete images; producing catalog lists of things students strongly like or dislike; working on exercises with figurative language and word arrangement; and constructing concrete and found poetry. An additional suggestion for evaluating what students have learned is offered having them examine and react to computerized poetry. (AEA)

ED 179 010 EA 012 213

Joekel, Ronald

A Handbook for the Student Activity Advisor.

National Association of Secondary School Principals, Reston, Va.
Pub Date-79
Note-83p.
Available from-National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($4.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cocurricular Activities, *Faculty Advisors, *Faculty Handbooks, Leadership Styles, *Occupational Information, Parliamentary Procedures, Planning Meetings, Problem Solving, Publicize, Records (Forms), Responsibility, Secondary Education, Student Leadership

The National Association of Secondary School Principals sponsored a survey of administrators, students, and activity sponsors about their views concerning school activities. One of the significant findings of the survey was the need for activities sponsors to receive additional training and assistance. Although directed primarily at the first-time advisor, this handbook is intended to be helpful to individuals at all levels. Key areas of emphasis that need to be considered by every advisor are identified. A rationale for examining each of these areas is presented as well as practical suggestions for implementation. Areas of emphasis include organization and management; duties of officers, members and committees; selecting projects; communication and public relations; and developing student leadership. Other topics discussed are those intended to implement the organization's activities, such as guides to conducting meetings, problem-solving, group process, evaluation, and working with principals. Many sample forms are included. (Author/MLF)

ED 179 113 FL 010 861

Osaji, Bede

Language Survey in Nigeria. Publication B-81.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-79

Note-180p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*African Languages, Bilingual Education, Dialects, Dialect Studies, *Hausa, Language Classification, Language Instruction, *Language Planning, Language Research, *Language Standardization, *Multilingualism, Needs Assessment, Sociolinguistics, Surveys

Identifiers-*Lingua Francas, Native Language, *Nigeria, Pidgin English

The languages of Nigeria and language usage in that country are discussed in a study designed to illustrate the need for a Nigerian lingua franca. Extensive data are first presented on Nigerian languages and dialects, their classification, and their geographic distribution. The remainder of the survey is devoted to a sociolinguistic study of language needs in Nigeria. The pedagogical advantages of fostering a nationwide native language are balanced against the desirability of bringing about language uniformity in the context of bilingual education. A discussion of the notion of lingua franca bridges reports on Pidgin English (which is viewed as the unofficial lingua franca of Nigeria) and Hausa (a language of imposition which can be effectively developed as the most desirable Nigerian lingua franca). (JB)

ED 179 187 HE 012 026

Nyre, Glenn F. Reilly, Kathryn C.

Professional Education in the Eighties: Challenges and Responses. AAHE-ERIC/Higher Education Research Report No. 8, 1979.

American Association for Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. ERIC Clearinghouse on Higher Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-60p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 780, Washington, DC 20036 ($4.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accreditation (Institutions), Admission Criteria, Bibliographies, College Admission, Cooperative Programs, Curriculum Development, *Educational Coordination, Educational History, Educational Quality, *Educational Trends, Employment Opportunities, Faculty Development, Faculty Evaluation, Futures (of Society), *Higher Education, *Professional Continuing Education, *Professional Education, Student Experience, *Trend Analysis
Identifiers-Information Analysis Products

Major historical and recent developmental stages of professional education are reviewed and the outlook for the 1980's is discussed. Topics include: the admissions outlook and the professional school experience; curricular development; faculty training, evaluation, and rewards; labor market prospects after professional school; continuing education and licensure; and quality assessment in terms of accreditation and ratings. Each discussion supports the theory that dramatic change and experimentation will not be part of professional education in the next decade, but that change and renewal based on already existing practices will be the standard. Two distinctive elements of professional education, which emerged during the 1970's and will guide further development in the 1980's are: (1) the integration of theory and practice, and (2) a growing trend toward integration, cooperation, and collaboration between and among professions, professional schools, and private and government agencies. The latter is highlighted as the most important guiding influence in the next decade. Within that frame of reference, six recommendations including refining admissions criteria to incorporate measures of personal development and interpersonal skills are offered. A bibliography is included. (SW)

Bina, James V. Halasz-Salster, Ida

Human Resources Directories and Files in Education. Information Series No. 160.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-OB-NIE-G-78-0211
Note-38p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Consultants, *Directories, Education, Guidelines, *Human Resources
Identifiers-*Educational Information

Fifteen educational human resource directories and files compilations of information about individuals with certain areas of expertise who can provide assistance to educators are described in this document. Five criteria were used to determine which directories would be included: (1) lists individuals, (2) searchable by index(es), (3) available nationally, (4) readily accessible, and (5) recent and valid. Each human resource directory is summarized in a one-page description, which includes title, description, index information, date of current issue, update frequency, cost, publisher, and a sample entry. All are available for national or multi-state use by educators. State directories which are accessible to users in other states or which can serve as models for developing a human resource directory are also noted. Information for interpreting human resource directory sheets is provided, and guidelines for developing a human resource directory are outlined. A supplemental list cites education-related human resource directories that did not meet all the stipulated criteria. (Author)

ED 178 687 CE 019 827

Demonstration of a System to Facilitate the Elimination of Sex Stereotyping and Sex Bias in Local Vocational Programs. Final Report, April 15, 1978, to September 30, 1978.

Mississippi Univ., University. Center for the Study of Contemporary Rural Women.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Pub Date-Dec 78

Note-23p.; Not available in paper copy due to faint type

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Audiovisual Aids, *Career Awareness, Learning Activities, Nontraditional Occupations, Program Design, Secondary Education, *Sex Discrimination, *Sex Stereotypes, Vocational Education, *Workshops

Goals of a project to design a career awareness workshop for vocational-technical students included identifying and defining sex stereotypes and discrimination, increasing student awareness of stereotyping, increasing knowledge of career options, exposing students to non-traditional role models, and providing inservice training. A literature and media review and series of interviews with students, teachers, counselors, and administrators regarding job aspirations and attitudes toward sex equity were used in developing the two-day sex equity workshop, with accompanying instructional materials, media presentations, and simulation game (Job Steps). A statewide demonstration of the workshop was given at Tupelo High School, Mississippi. Day 1 of the workshop included introduction of goals and format, The Fable of He and She'' (film), Realities of the World of Work'' (sound-slide presentation with handouts), and Job Steps.'' Among experiences of day 2 were You Can Be More'' (sound-slide presentation), Career Exploration Activities (small groups), The Women's Game'' (film and accompanying activity), American Man: Tradition and Change, Part I'' (sound-filmstrip), Non-Traditional Careers for Women, Part II'' (sound-filmstrip), Browsing Room Facility, and Job Steps.'' (FP)

ED 178 760 CE 023 258

Oliver, J. Dale

Dissemination and Utilization: An Imperative.

Pub Date-2 Dec 79
Note-13p.; Presidential address presented at the annual business meeting of the American Vocational Education Research Association (Anaheim, California, December 2, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Diffusion, *Educational Development, Educational Improvement, Educational Innovation, *Educational Research, Federal Legislation, *Information Dissemination, Information Networks, Program Effectiveness, Program Improvement, *Research Utilization, Technology Transfer, *Vocational Education

A well-developed approach to dissemination and utilization (D&U) at the four levels of spread, exchange, choice, and implementation is essential if vocational education research and development (R&D) is to achieve the measurable impact found lacking in a Committee on Vocational Education Research and Development (COVERD) assessment (1956). Federal legislation provided no specific provisions or funding for R&D or D&U prior to the Vocational Education Act of 1963, which was followed by the increasingly more supportive Vocational Education Amendments of 1968 and the Educational Amendments of 1976. In particular, the impact statement'' of the 1976 Amendments emphasizes D&U by pressuring R&D personnel to show that their work is useful. Assessments of current D&U show that dissemination networks inadequately disseminate reporting which is often poorly done, that the target audiences need help at all levels of D&U, and that practitioners are often unaware of innovations. Improvements in D&U will require coordinated efforts by vocational educators at the national and regional levels to continue development of the nationwide network with trained personnel and adequate R&D funding and at the state and local levels to establish D&U, which is largely a state responsibility, as a high priority. At this level adequate financial support should be provided, responsibility for coordinating the vocational education activities assigned, D&U activities emphasized in the program improvement section of the state plan, and statewide networks for D&U activities established. (YLB)

Conoley, Collie Wyatt
Community Based Consultation.
Pub Date- 78
Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Consultant Programs, Community Health Services, *Consultation Programs, Demonstration Programs, *Mental Health Programs, *Rural Clinics

Community Based Consultation, a consultation/education model appropriate for use in CMHC's and mental health departments is described. The model is being implemented by a Community Services Team of a rural mental health department. Appropriate strategies, a conceptualization of the community along power dimensions, a decision-making structure for where in the community to intervene, entry strategies, evaluation results and issues are presented. (Author)

ED 178 823 CG 013 936

Feingold, S. Norman, Ed.
Counselor's Information Service, Volume 34, Number 3, September 1979.
B'nai B'rith, Washington, D.C. Career and Counseling Services.
Pub Date-Sep 79
Note-25p.
Available from-B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036 ($14.00 per year)
Journal Cit-Counselor's Information Service; v34 n3 Sep 1979
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Planning, Careers, College Majors, *Educational Counseling, Employment Opportunities, *Occupational Information, *Pupil Personnel Services, *Vocational Counseling

This annotated bibliography provides information on current literature on educational and vocational guidance. Major subject headings are: (1) occupational information; (2) educational, vocational and personal guidance; (3) guidance administration and procedures; (4) student and teacher aids; (5) free or inexpensive guidance material; (6) adult education and the aging; (7) handicapped and rehabilitation counseling; and (8) counselor's bookshelf. Publication title, sponsoring organization, date of publication, mailing address and price are included with each brief summary. (Author/BMW)

ED 178 892 CS 005 128

Wisconsin Handbook for Reading Improvement: Section F Staff Roles & Responsibilities.

Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-79
Note-18p.
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Professional Personnel, Program Descriptions, *Rating Scales, *Reading Improvement, *Reading Programs, *Resource Guides, *School Personnel, *Self Evaluation
Identifiers-*Right to Read

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering qualtiy reading instruction and as models for improvement where there is a need for change. This sixth booklet focuses on the roles and responsibilities of school district personnel in a local Right to Read program. Included is a series of narratives describing how various people working in or with a school district can help implement a local program. Each narrative is followed by a self-evaluation checklist. The personnel roles described are the classroom teacher, the library/media specialist, the reading resource specialist, the principal, the superintendent, and the members of the board of education. (AEA)

ED 179 049 EC 122 022

Sherrill, Claudine, Ed. Tymeson, Garth, Ed.

Directory of Resources in Physical Education and Recreation for the Handicapped: A Project of the National Consortium on Physical Education and Recreation for the Handicapped.

Texas Woman's Univ., Denton. Coll. of Education.

Pub Date-79

Note-366p.; A Project of the National Consortium on Physical Education and Recreation for the Handicapped.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-*Adapted Physical Education, *Handicapped Children, *Physical Education, *Recreation

Intended to help state and local personnel identify resource people in physical education and recreation for the handicapped, the directory lists information on approximately 150 professionals in the field. The information was compiled from questionnaires and includes responses in the following areas: title; professional address and telephone number; professional education; strongest areas of expertise/teaching/research; percentage of time spent in physical education or recreation for the handicapped; professional memberships; greatest expertise and interest in specific handicapping conditions; greatest expertise and interest in specific activity areas; leadership contributions; personal contributions; and books and articles felt to have made the greatest impact on the field. (CL)

ED 179 093 FL 010 673

Alamelu, L. V.
What Are We Testing? Grammar.
Pub Date-78
Note-9p.
Journal Cit-Newsletter of Central Institute of English and Foreign Languages; v14 n2 and 3 p1-8 Apr/Jul 1978
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavioral Objectives, Communicative Competence (Languages), Educational Objectives, *English (Second Language), *Evaluation Methods, Foreign Countries, *Grammar, Higher Education, Language Instruction, *Language Tests, Secondary Education, *Second Language Learning, Sentence Structure, *Student Evaluation, Testing
Identifiers-*India

English grammar testing practices from the middle school level to the first two years of the bachelor's degree in India are examined, and suggestions for change are presented. Ten to thirty percent of the total marks allotted to question papers in English are set aside for the testing of grammar and usage. It is argued that syllabuses at present do not possess the complexity and specificity necessary to direct and assess the pupil's growth in the control of grammar through the years. The suggested framework within which grammatical subject matter can be organized in syllabus statements gives coherence to the objectives of grammar learning instead of making grammar appear as a list of unrelated topics. The levels of behavior particularly applicable to grammar learning are knowledge, application, and communication. A framework for evolving instructional objectives can be developed by considering grammatical items at the three different levels of performance proposed. This method will enable the tester to see more clearly which objectives merit inclusion in the test and the weighting for each item. Applications to diagnostic tests and remedial tests are noted, and examples of question types form examination at the university level are presented. (SW)

Galambos, Eva C.

The Search for General Education: The Pendulum Swings Back. Issues in Higher Education, No. 15, 1979.

Southern Regional Education Board, Atlanta, Ga.
Pub Date-79
Note-9p.
Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Curriculum, College Students, Competence, *Core Curriculum, Curriculum Design, Educational Change, Educational Quality, *General Education, *Higher Education, Humanities, *Interdisciplinary Approach, *Liberal Arts, Trend Analysis, Undergraduate Study

The state of undergraduate general education is examined with particular emphasis on the trend toward providing a common core curriculum for college students. A decline in the number of degrees awarded in the traditional liberal arts fields is noted with a corresponding increase in recent years in the number of degrees awarded in occupationally-oriented fields. According to the Carnegie Council, from 1969 to 1976 enrollments in humanities majors dropped from 9 to 5 percent of all undergraduates. It is suggested that the preoccupation of college graduates with preparing for the job market has steered students toward career-oriented majors. The dominance of departments within the structure of American colleges and universities is also cited as having hindered the struggle of general education. Students majoring in professional, career-oriented fields are the least likely to confront breadth or general education requirements. Various approaches to general education are discussed including the core curriculum and interdisciplinary approach. Each approach emphasizes the importance of basic skills for both the liberal arts and professional-area majors. Declining SAT scores and complaints that many college graduates cannot write are strong underlying forces for curriculum reform. It is suggested that students in the 1980's will have less latitude in curriculum choices as the general education reform movement strengthens. (SF)

ED 179 230 IR 007 900

McNamara, J. E. Johnston, T. S.

A Model for Cost Effectiveness Analysis of CBE Assessment Strategies.

Syracuse Univ., N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Note-89p.; Contains some light print
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Cost Effectiveness, Costs, Decision Making, Educational Administration, *Educational Assessment, Educational Planning, Efficiency, Matrices, *Models, *Performance Based Education, Program Effectiveness, Resource Allocations, *Systems Analysis

The Cost-Effectiveness Analysis Model for Competency Based Education (CBE) Assessment Programs is designed to assist state and institutional decision-makers in the cost analysis of alternative assessment strategies in CBE programs. The general model indicates stages of decision-making related to the use of various assessment strategies within the CBE context. Data are initially collected and recorded in two separate data matrices one for cost and one for effectiveness. The outcomes of each of these analyses are grouped in a data display for decision-making. Included in the described model are procedures for cost analysis, primary cost analysis, secondary cost analysis, primary effectiveness analysis, and secondary effectiveness analysis; a cost data matrix; an effectiveness data matrix; and a summative data display for decision-making. (CMV)

ED 178 705 CE 022 384

Hameyer, Uwe
School Curriculum in the Context of Lifelong Learning. UIE Monographs, 9.
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Pub Date-79
Note-121p.
Available from-Unesco Institute for Education, Feldbrunnenstrasse 58, D 2000 Hamburg 13, Federal Republic of Germany (DM 4.00)
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Articulation (Program), Content Analysis, *Continuous Learning, Curriculum, *Curriculum Design, Curriculum Development, *Curriculum Research, Educational Objectives, Education Work Relationship, Individual Activities, Individualized Curriculum, Integrated Curriculum, Learning Experience, Literature Reviews, Self Actualization, Teacher Role
Identifiers-*Lifelong Learning

The contribution of recent curriculum research to an analysis of the ways in which the school curriculum could promote lifelong learning is discussed in this literature review and analysis. The introductory chapter points up the focus on articulation between school learning and out-of-school learning and notes the limitation of the study to curriculum approaches in industrialized countries so that results cannot be directly applied to other countries having different patterns of education. Further explanations are made of three curriculum functions relating to lifelong learning: introductory function (acquainting pupils with lifelong learning), orienting function (preparation for the world of work), and subsidiary function (examining curricula to find out how well they can enrich discussions of lifelong learning at school). Chapter 2 explains the concept of lifelong learning, clarifying differences between it and other concepts. Chapter 3 analyzes major trends in curriculum research and development including re-assessment of selected functions and aims of compulsory education, shifts in the selection of content, and a new emphasis on individual learning experiences. Chapter 4 evaluates the analysis from the point of view of horizontal and vertical dimensions of curriculum. Conclusions regarding curriculum analysis are drawn in Chapter 5, again in relationship to the three functions of the school curriculum. (FP)

ED 178 869 CS 005 105

Martin, M. O.

Reading Attainment in Irish Primary Schools A Progressive Achievement Gap?

Pub Date-Sep 79

Note-33p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (4th, Dublin, Ireland, September 13-15, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Education, Elementary Education, *Foreign Countries, High Achievers, Longitudinal Studies, *Low Achievement Factors, *Reading Achievement, *Reading Research, *Social Differences, Socioeconomic Background, *Socioeconomic Status

Identifiers-*Ireland

Approximately 4,000 children took part in a study of the reading attainments of children from different social-class backgrounds in Irish primary schools to find out if the progessive reading gap between children from different home backgrounds that has been observed in other countries could also be found in Irish school children. Tests were administered to every child in selected schools at four grade levels at yearly intervals from 1973 to 1977. The results indicated that for each grade at each time of testing the rank order of mean reading scores was always the same: group one, the children of professionals, white collar workers, and owners of large farms, consistently earned the highest mean score. Next, came group two, the children of skilled workers. Children of unskilled workers, owners of small farms, and the unemployed were always in third place. Some evidence existed for a progressively widening reading gap between social class groups in Ireland, although the effects were not large. (MKM)

ED 179 073 FL 010 479

Van Brunt McMillan, Constance
Survival at the Supermarket.
Pub Date-79
Note-36p.
Available from-EMC Corporation, 180 East Sixth Street, Saint Paul, MN 55101
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Consumer Economics, *Consumer Education, *English (Second Language), High Interest Low Vocabulary Books, *Language Instruction, Postsecondary Education, Purchasing, *Reading, *Reading Instruction, *Reading Materials, Secondary Education

This workbook, the first of a series in consumer education, is to be used in adult English as a Second Language (ESL) classes. In addition to textual material, each chapter has pen-and-ink drawings and exercises to be used to check comprehension and build vocabulary. (AMH)

ED 178 741 CE 023 053

Hall, Harry O. And Others

The Florida Model for a Vocational Personnel Development System.

Florida Technological Univ., Orlando.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-Nov 79

Note-70p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Coordination, Inservice Education, Models, *Professional Development, *Program Development, Staff Improvement, State Programs, *Statewide Planning, *Vocational Education

Identifiers-*Florida

Described is a vocational education model designed to increase cooperative effort for the improvement of vocational personnel. The introductory section discusses the need for a systematic approach to vocational personnel development in Florida, presents the goals of the system, and briefly summarizes the salient features of each component of the system. Section 2 expounds upon the three administrative components of the system: management, finance, and information services. The content component includes six areas of professional interest and concern and is found in the third section. The content components are (1) planning, (2) professional standards and practice, (3) instructional delivery, (4) curriculum and materials development, (5) research, and (6) evaluation. Each component section is codified and includes a definition of the component, goals and objectives, guiding principles, and guidelines for action by the system's coordinating council. (LRA)

ED 178 847 CG 013 961

Wells, Kathleen McGee, Jeanne

Androgynous Gender Roles in Later Life: Conceptual Critique and Recommendations.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-7 Sep 79
Grant-90-A-1013; Pub Type- Information Analyses (070) - Reports - General (140) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Androgyny, *Older Adults, *Role Theory, Self Concept, *Sex (Characteristics), *Sex Differences, *Sex Role, Social Science Research

Recent theoretical formulations by Gutmann and Sinnott about the nature of men's and women's roles in later life are critiqued on conceptual and empirical grounds. This paper proposes a multidimensional conceptualization of gender role that stresses dynamic linkages between psychological and social psychological levels of analysis. Requisites of a model of androgynous gender role and its key methodological implications are identified. Subsequent discussion develops a sociological perspective on gender roles in old age by considering the joint effects of ageism and sexism, the pattern of role losses and continuities for each sex during the period of later life, and the impact of demographic change. (Author)

ED 178 910 CS 205 280

Matthews, Dorothy, Ed.

The Classics Revivified.

Illinois Association of Teachers of English, Urbana.

Pub Date-79

Note-54p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English

Journal Cit-Illinois English Bulletin; v67 n1 Fall 1979

Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Classical Literature, *English Curriculum, English Programs, Higher Education, Interpretive Reading, Language Arts, *Literature Appreciation, Mythology, Novels, Poetry, Secondary Education, Short Stories, Singing

The eight articles in this bulletin suggest methods of introducing classical literature into the English curriculum. Article titles are: Ideas for Teaching Classical Mythology''; What Novels Should High School Students Read?''; Enlivening the Classics for Live Students''; Poetry in Performance: The Value of Song and Oral Interpretation in Teaching Literature''; Shakespeare Today: Teaching, Television, and Theatre''; 'Beowulf' in Wyoming: An Approach to Teaching the Epic''; Social Criticism as Theme: A Strategy for Teaching 'Hard Times' and 'Great Expectations''; and A Curriculum That Includes Classics.'' (AEA)

Theiss, Christopher J.

The Writing Required by Professors and Managers: Two Surveys.

Pub Date-Mar 79
Note-21p.; Paper presented at the combined Annual Meeting of the Conference on English Education and the Secondary School English Conference (Pittsburgh, PA, March 15-18, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Business, Business Communication, College Students, *Composition (Literary), Educational Needs, *Educational Research, Higher Education, *Job Skills, *Needs Assessment, *Writing Skills

Thirty-eight college faculty members and 30 business and government managers responded to questionnaires that elicited information about the types of writing they required of students and prospective employees. The questionnaire distributed to faculty members requested information about the kinds of writing assignments they gave, the factors they used in judging student writing, and the weaknesses they most often encountered in that writing. The managerial questionnaire requested information about the various writing tasks performed by the managers and their employees, the writing skills sought in prospective employees, and the writing weaknesses commonly encountered in employee communications. Writing samples of students and employees were also elicited. The results revealed 35 types of business writing, 29 writing skills sought in prospective employees, 25 weaknesses in business writing, 22 kinds of college writing assignments, 53 factors by which such writing was judged, and 44 weaknesses commonly encountered by college teachers. (FL)

ED 178 964 CS 502 671

Johnson, Ralph A.
Practicing Rhetoric Without Speaking.
Pub Date-79
Note-15p.; Paper presented at the Annual Meeting of the Communication Association of the Pacific (Honolulu, HI, July 30-August 1, 1979)
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audience Participation, Audiences, Communication Skills, *Critical Thinking, *Evaluation Needs, *Persuasive Discourse, Public Speaking, *Rhetorical Criticism, *Speech Communication
Identifiers-*Audience Response

Just as strong limbs do not ensure self-defense in an age of modern warfare, so strong persuasive appeals do not ensure self-defense in an age of highly technologized communication systems. The fragmentation of the audience, the inherent loss of credibility associated with the decreased status of rhetoric, and the competition among messages all have contributed to the contemporary difficulties encountered by the speaker as defender and persuader. But even as the value of public speaking diminishes, the values of understanding public speaking methods and the whole rhetorical process remain quite important. An audience-centered rhetoric deflects attention from the effectiveness and activities of the speaker to the reasoning activities of the audience. More persuaders are not socially or politically desirable, because more rhetorical stimuli may be harmful as well as ineffective. An audience knowledgeable about rhetoric and active in rhetorical processes holds the power to change attitudes and take actions. As the power of speech diminishes as a tool for self-defense, the power of reason increases in its attraction. And in reasoned silence the audience holds the balance of power in the rhetorical situation. (RL)

ED 178 988 CS 502 705

Cassata, Donald M.

Death and Dying: Communication Parameters and Perspectives.

Pub Date-Nov 79

Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Communication Skills, *Death, *Health Services, Nonverbal Communication, Verbal Communication

Communication specialists have contributions to make to the study of death education and to health professionals in caring for the terminally ill and their survivors. Communication specialists can assist with identifying the communication behaviors associated with ``stigma'' reactions to death by the patient, the family, and the helping professional; can point to the significance of the setting for dying; can help coordinate psychological resources for the patient by helping various levels of communication occur; can help develop communication skills related to verbal messages with the dying; can teach the significance and meaning of nonverbal communication; and can help interpret the value and ways of expressing emotions. (TJ)

ED 179 030 EC 121 323

Adams, Patrick, Ed. And Others

Sonoma Developmental Curriculum: Handbook and Assessment System. Volume I.

Human Services Associates, Santa Rosa, Calif.
Pub Date-79
Note-190p.; For Volume II, see EC 121 324; Print may be marginally legible on some pages.
Available from-Casa Grande Center, 235 Casa Grande Road, Petaluma, CA 94952 ($20.00).
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Developmental Disabilities, *Developmental Stages, *Educational Diagnosis, Emotional Development, *Individualized Programs, Infants, Language Development, Motor Development, Performance Criteria, Preschool Children, Preschool Education, *Preschool Evaluation, Psychomotor Skills, Self Care Skills, Social Development, Student Evaluation

The handbook provides information and assessment measures for the development of individualized programs for developmentally delayed children from birth to 6 years old. Introductory information includes how to use both the assessment system and the instructional program (contained in Volume II) and the development of an individualized educational plan (IEP) from the system. Copies of forms, such as an assessment sheet and an individual education planning form are included. Measurement instruments for assessing gross motor, fine motor, language, social/emotional, and self care skills are provided. The approximate developmental level, assessment conditions, and performance criteria are given, and any materials needed for each of the areas are listed. (PHR)

University of California Faculty Time-Use Study. Report for the 1977-1978 Academic Year.

Institute for Research in Social Behavior, Berkeley, Calif.
Pub Date-Sep 78
Note-98p.
Available from-Institute for Research in Social Behavior, Claremont Office Park, Berkeley, CA 94705
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Faculty, Educational Research, Evaluation Methods, *Faculty Workload, Full Time Faculty, Higher Education, *Manpower Utilization, Noninstructional Responsibility, *Time, *Use Studies
Identifiers-*Time Management, *University of California

A survey of University of California faculty time-use was undertaken as a replacement for less accurate methods of estimating faculty time-use. After sections introducing the study and presenting highlights from the report, focus is on the methodology. Particulars such as the sampling procedures and measures used to evaluate data quality are discussed. Calculation methods are explained, and the activities of both full-time and part-time faculty are reported. Among major findings of the study were that full-time faculty members averaged over 62 hours a week on university-related activities of all types including: 27.1 hours on instructional activities, 22.9 hours on research/creative activities, 7.5 hours in university service, and 4.9 hours in professional activities/public service. Appendices detail the estimating procedure and the frequency distributions of responses on key variables, and provide notes on the methodology and illustrative field materials used in data collection. (PHR)

Trezza, Alphonse F.
Federal Funding Alternatives. White House Conference on Library and Information Services; Pre-Conference Meetings on Special Themes, June 8-9 and September 14, 1978.
National Commission on Libraries and Information Science, Washington, D. C.
Pub Date-78
Note-21p.; This summary is based on ``Prospects, Possibilities and Alternatives for Federal Support of Libraries and Information Services: Design for the 1980's: A Background Paper,'' October 1978; For related documents, see IR 008 001-013 and IR 008 213
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Federal Legislation, Financial Support, *Fund Raising, Library Cooperation, Library Research, Library Science, *Library Services, *National Programs
Identifiers-*White House Conference Library Info Services

Existing and potential federal funding programs for libraries are discussed in this special conference theme summary. The relation of library funding to the total intergovernmental grant system is explained, and eight existing federal programs are outlined that support (1) public library services, (2) interlibrary cooperation, (3) school libraries and instructional resources, (4) college library resources, (5) career training, (6) research and demonstration, (7) strengthening research libraries, and (8) college instructional equipment. Suggestions for alternative models of federal support include a revised federal role and target in funding, modification of existing funding mechanisms, and a new legislative initiative. Five references are listed. (SW)

JC

ED 178 723 CE 022 895

Valentine, Ivan E. And Others

Role Clarification and Determination of the Responsibilities for Administrative Tasks Performed by Local Vocational Administrators in Colorado. Final Report.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date-Sep 79

Note-213p.; Some appendix materials may not reproduce well due to small print

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Administrator Evaluation, Administrator Qualifications, *Administrator Responsibility, *Administrator Role, Board Administrator Relationship, Community Colleges, Data Collection, Educational Administration, *Job Analysis, *Job Skills, Junior Colleges, Local Government, *Occupational Information, Postsecondary Education, Role Perception, Secondary Education, State Surveys, Tables (Data), Task Performance, *Vocational Directors, Vocational Education, Vocational Schools

Identifiers-Colorado

This study intended to determine perceptions about the administrative tasks and responsibility that should be held by local directors of vocational education in area vocational schools and community/junior colleges in Colorado, and then to develop typical job descriptions. To collect data, a survey questionnaire utilizing a Likert-type scale with five responses was developed. Using a modified four-round Delphi research method, three rounds of data were collected from appropriate (1) local vocational school directors and their superintendents, and (2) community/four year college deans/directors of occupational education and their presidents, with 100% participation maintained in both groups of respondents. Tabulated responses showed the number and kind of tasks for which strong agreement existed on the mode and degree of responsibility for task completion. Local area vocational school directors were found to have more tasks (198) than local college directors (184). Job descriptions and specifications were developed into a position guide format. These generalities then provide a defensible basis for development and evaluation of professional growth plans and selection of local directors, for evaluation of current organizational patterns and overall operation of vocational education, for appropriate and efficient use of local directors by state boards, and for curriculum development in teacher education. (Instruments used are included, as are extensive tables of findings.) (CP)

ED 178 780 CE 023 452

The Awarding of Academic Credit under the Youth Employment and Demonstration Projects Act of 1977.

Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
Pub Date-Nov 77
Note-24p.; Some pages may not reproduce well due to light and broken type
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Competence, *Credits, Employment Programs, *Experiential Learning, Federal Programs, Out of School Youth, Prior Learning, *Work Experience, *Work Experience Programs
Identifiers-Youth Employment Demonstration Projects Act 1977

This monograph examines issues relative to the awarding of academic credit to out-of-school youths for work experience and training programs designed by prime sponsors or their contractors with local education agencies under the Youth Community Conservation and Improvements Projects, the Youth Employment and Training Programs, and by the Department of Agriculture and Interior for the Young Adult Conservation Corps. The first of five sections defines and describes competencies in four categories which may be addressed through work experience. Three ways to approach the granting of academic credit for work experience are presented in section 2: program evaluation for credit, credit for prior experience, and experience designed for credit. Section 3 discusses four specific factors that must be considered in experience programs designed for credit: (1) integration in a total learning program, (2) site analysis, (3) identification of competencies, and (4) appropriate assessment techniques. The fourth section focuses on implementing the program and developing prime sponsor/LEA written agreements outlining the approach. Following the conclusion, a list of programs and contracts available for further information is provided. (LRA)

ED 178 802 CG 013 911

Schmutte, Gregory T.

Implementing Random Assignment: An Evaluation Design for a Youth Employment and Training Project.

Pub Date- 79

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Choice, *Disadvantaged Youth, Educational Programs, *Employment Opportunities, *Employment Programs, Evaluation Criteria, *Evaluation Methods, Followup Studies, *Out of School Youth, *Program Evaluation, Youth Programs

Identifiers-*Youth and Employment Training Programs

An evaluation of the Youth Employment and Training Programs (YETP), designed to provide disadvantaged out-of-school youth with a broad range of employment and training services in order to enhance their job prospects and career opportunities, was conducted to develop a base of information on which programs were successful in meeting YETP goals. In the Akron, Ohio area, a four-week values clarification class was compared to a more traditional vocational counseling program. A classroom-type women's non-traditional occupation program was designed to assist young women explore the non-traditional'' world of work for women. Eligible youth who expressed an interest in career planning assistance were randomly assigned to either the values clarification or the traditional counseling program. Women expressing an interest in the non-traditional program were accommodated outside of the random assignment process. A quasi-control group was comprised of eligible youth not interested in career planning assistance who were appropriately assigned to training, job placement, or OJT. Response variables collected before and after the experiment included a measure of locus of control orientation and a measure of the amount of accuracy of information possessed by the youth regarding career choices. Demographic data and reading and math achievement scores were collected at intake. In order to assess acquisition and retention of employment, periodic followups were planned, including satisfaction with the services provided. (Author)

ED 178 824 CG 013 937

Spees, Ralph R. Thorpe, Claiburne B.
Campus Attitudes Toward Rape: Some Reflections of Black College Students.
Pub Date- 79
Note-15p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Aggression, *Black Attitudes, Black Students, College Students, Crime, *Females, Higher Education, *Males, Racial Differences, *Rape, Sex Role, *Sexuality, *Social Attitudes

A brief look at a cross-cultural perspective of the forcible sexual abuse of women by men reveals a wide range of allowed expression. The ethnologists point out the intimate connection between the aggressive and sexual drives in the animal. A significant change has been occurring, with increasing public acceptance that sexual gratification without violence is available to most people who seek it, which may work to mitigate assertion. Changes in the status of women have affected the meanings attached to rape. Increasing pressure on the criminal justice system has been made to improve the arrest and conviction rate of rapists. The hypothesis of the attached study states that young black males who are presently in college do not significantly differ from the male population as a whole in their perception of rape. Questionnaire items examined the attitudes about rape, rapists, punishment or treatment for offenders, and response choices of the victim after the attack. Among younger black males, many myths about rape persist; among those over 21 years of age, attitudes are similar to their white counterparts. Society has a long way to go in educating the public about rape. (Author/BMW)

ED 178 803 CS 005 129

Wisconsin Handbook for Reading Improvement: Section G Inservice.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-79
Note-18p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Inservice Programs, *Inservice Teacher Education, Literacy Education, Needs Assessment, Program Descriptions, *Reading Improvement, *Reading Programs, *Resource Guides, Resource Materials, Surveys, Teacher Improvement, *Teacher Workshops
Identifiers-*Right to Read

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This seventh booklet offers guidelines and suggestions for implementing inservice education sessions in literacy education, including a survey of teacher competency needs and resources in reading, suggestions for planning inservice sessions (topics, scheduling, staffing), an evaluation form of a Right to Read workshop, and lists of relevant materials. (AEA)

ED 179 011 EA 012 238

Bucci, John Massey, Sara

Documentor/Evaluator Role Group Sharing Meeting (Windsor, Connecticut, July 30-31, 1979).

New England Teacher Corps Network, Portsmouth, N.H.

Pub Date-8 Aug 79

Note-27p.

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Analysis, *Data Collection, Information Dissemination, *Information Utilization, *Planning Meetings, Program Evaluation, Program Planning

This paper discusses a role group sharing meeting held July 30-31, 1979 in Windsor, Connecticut, and attended by documentors and evaluators. Examined, in documentation form, are issues and learnings from the sharing meeting and an analysis of the design of the meeting, which was a pilot for other network role group meetings anticipated during the next year. A copy of the agenda is reproduced together with an evaluation of the meeting. (Author/LD)

ED 179 074 FL 010 512

Van Naerssen, Margaret M.

Applying Research: Can and Should Relative Clauses Be Taught?

Pub Date-79
Note-14p.; Paper presented at the annual convention of Teaching English to Speakers of Other Languages (Boston, MA 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comprehension Development, *English (Second Language), Grammar, *Language Development, *Language Instruction, *Language Research, Language Usage, *Literature Reviews, Postsecondary Education, Secondary Education, Second Language Learning, *Sentence Structure, Syntax, Teaching Methods
Identifiers-*Relative Clauses

Research in linguistics (theoretical, socio- and psycho-linguistics) on relative clause formation is reveiwed in order to determine the advisability of teaching this construction in English as a second language (ESL) classes. It is suggested that research on other constructions can lead to implications for teaching these constructions when there is sufficient convergence of research results. The following areas are surveyed and then related to certain principles of language learning and acquisition: (1) strategies of formation across languages; (2) use in oral/written and planned/unplanned speech in English; (3) acquisition in English as a first language; and (4) acquisition in English as a second language. Results suggest that certain types of relative clauses are easier to learn in a formal classroom situation, while others might be better acquired outside the classroom. Results also suggest that if relative clauses are to be taught, they should be taught only for certain purposes. (Author/AMH)

ED 179 114 FL 010 875

Teaching an Algonkian Language as a Second Language: A Core Program for Kindergarten.

Department of Indian Affairs and Northern Development, Toronto (Ontario). Education Div.

Pub Date-78

Note-61p.; Some headings may not reproduce well

Available from-Department of Indian Affairs and Northern Development, Ottawa, Ontario, Canada (free)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Education, *American Indian Languages, Audiovisual Aids, *Bilingual Education, Classroom Materials, Early Childhood Education, Kindergarten, *Language Instruction, *Realia, *Second Language Learning, Units of Study

Identifiers-*Algonquian Languages

Ten units of kindergarten language instruction are presented in English, as a course guide for teachers who are expected to use only an Algonkian language in the classroom. The units, which are thematically titled (e.g. ``Let's Eat Together''), cover two to four weeks' teaching time each. Classroom activities involve a variety of realia. Parallel to the list of activities is a guide to the grammatical or lexical principle each activity is intended to rehearse. Several ``talking books'' with tape scripts, as well as noun and verb charts, are appended as realia for specific units. (JB)

ED 170 152 HE 011 977

Puerto Rico Dental and Other Health Professions Student Orientation and Recruitment Program. Executive Summary and Final Report.

Puerto Rico Univ., San Juan. Medical Sciences Campus.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md.
Report No.-HRP-0901822
Pub Date-23 Dec 78
Contract-231-76-0080
Note-61p.; Not available in paper copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Choice, College Students, *Dental Schools, Educational Coordination, *Educational Counseling, Foreign Countries, *Health Occupations Education, Higher Education, *Information Dissemination, *Orientation, *Student Recruitment
Identifiers-*Puerto Rico

A report on the Puerto Rico Dental and Other Health Professions Student Orientation and Recruitment program is presented. Project objectives were to: (1) plan, develop, implement, and assess a formal recruitment program designed to enroll and train a higher proportion of highly qualified Puerto Rican high school and baccalaureate students for the D.D.S. degree; and (2) design and implement an orientation program to complement the formal recruitment program. The orientation program was designed to interest students in choosing a career in the health professions in general, including dental and dental auxiliary careers. Project activities included: (1) the reorganization and integration of all recruitment and orientation services of the Medical Sciences Campus; (2) eliciting the participation of faculty and students from the five schools of the Medical Sciences Campus; (3) developing promotional materials; (4) undertaking recruitment efforts in programs with a recruitment problem; (5) conducting orientation programs in the six regions; (6) coordination with health centers for orientation purposes; (7) establishing an information and counseling service within the Deanship of Student Affairs. Information on assessment goals and level of achievement are presented, and problem areas are listed. Overall benefits of the project are also outlined. (SW)

ED 179 210 IR 007 872

Baron, Jean, Ed.
Illinois White House Conference on Library and Information Services.
Illinois State Library, Springfield.

Pub Date-Apr 79
Note-100p.
Journal Cit-Illinois Libraries; v61 n4 p303-92 Apr 1979
Pub Type- Collected Works - Serials (022) - Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Activities, Evaluation, *Information Services, *Libraries, *Library Planning, *Library Role, Regional Programs, State Programs
Identifiers-Delegates, *Illinois, *White House Conference Library Info Services

This issue of Illinois Libraries'' is a report of the Illinois White House Conference on Library and Information Services, held in Springfield, November 12-14, 1978. After a brief introduction, the planning process for the conference is described, including committee work, timetables established, the efforts of state agencies, delegate selection procedures, and public relations activities. Activities at the 17 regional conferences held prior to the state conference are summarized, and an analysis of their 315 delegates by area of occupation and assorted categories of information is provided. A narrative report of the state conference is given, the 108 recommendations that emerged from consolidating delegate reports are listed, and the delegates chosen to represent Illinois at the White House Conference are identified. After an evaluation of the White House Conference activities in Illinois against the objectives of the advisory/planning committee, the report concludes with a conference summary and challenge. Side notes include various committee member listings, a listing of state conference delegates, a summary description of libraries in Illinois, conference rules, speakers, a description of the Information Game Exhibit at the Conference, and some typical post-conference comments by attending delegates. (JD)

ED 179 231 IR 007 901

1979 Nielsen Report on Television.
Nielsen (A.C.) Co., Chicago, Ill.
Pub Date-79
Note-40p.; Parts may not reproduce clearly
Available from-A.C. Nielsen Company, Nielsen Plaza, Northbrook, IL 60062 (Free)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiences, Cable Television, Color Television, *Commercial Television, Demography, Family (Sociological Unit), *Participant Characteristics, *Programing (Broadcast), *Television Surveys, *Television Viewing, *Use Studies, Viewing Time

The Nielsen data on commercial television viewing and programming contained in this report are estimates of the audiences and other characteristics of television usage as derived from Nielsen Television Index and Nielsen Station Index measurements. Data and brief discussions are provided on the number of commercial and public stations; number of households owning television sets; television audience characteristics; percent of households using television; average hours of household TV usage per day; hours of TV usage per week by household characteristics; weekly viewing activity for women, men, and children of various age groups; prime time viewing; audience composition of selected prime time program types; TV specials by program type; most popular programs; cable television; and Nielsen television services. (Author/CMV)

The Special Vocational Education Needs of Women. Expanding Career Horizons. Final Report.

Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Grant-G007603321
Note-35p.; Photographs in this document will not reproduce well; For related documents see CE 019 895 and ED 151 537
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Awareness, Career Planning, *Curriculum Development, Employment Trends, Equal Education, *Females, Information Dissemination, Inservice Teacher Education, Postsecondary Education, Program Validation, Secondary Education, *Sex Stereotypes, Use Studies, *Vocational Education
Identifiers-*Expanding Career Horizons, *Illinois

A project was conducted to expand the career horizons of young women and young men, with particular emphasis on the increasing options for women. The first activity completed was a comprehensive report on the employment trends of women and the implications of those trends for women's participation in vocational education programs. A curriculum entitled ``Expanding Career Horizons'' was then developed based on the conclusions and recommendations set forth in the first report. The curriculum was intended for use in grades 7-14 and consisted of five, 50-minute lessons. In addition, a teacher's guide was developed to assist in the utilization of the curriculum. This curriculum was systematically field tested and validated in nine schools, including several high schools, a vocational center, and a community college (see CE 019 895). It was then disseminated to schools throughout Illinois through a series of fifteen dissemination/awareness workshops. A 16mm color/sound film on sex role stereotyping was also developed for teachers, counselors, administrators, and parents. An impact assessment was conducted which was designed to measure the degree of use of the curriculum. Finally, a group of teachers was trained to conduct inservice workshops for other teachers on classroom use of the curriculum. (BM)

Maurice, Clyde Starr, Harold

Coordination between State and Local Agencies in Planning Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-79
Note-12p.; Paper presented at the American Vocational Association Annual Convention (Anaheim, California, November 30-December 4, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Centralization, Community Agencies (Public), *Cooperative Planning, Educational Coordination, *Interagency Cooperation, *Interagency Coordination, Program Coordination, Research Projects, School Districts, State Departments of Education, State Officials, *State School District Relationship, *Statewide Planning, *Vocational Education

A research effort was undertaken seeking to (1) describe and compare planning activities and concerns of state divisions of vocational education and local education agencies; (2) assess the degree to which each agency perceives articulation as necessary; (3) identify barriers and facilitators; (4) describe the nature of state-local coordination; and (5) develop a self-assessment procedure to evaluate planning and coordination efforts. Factors affecting the opportunity and the incentive to establish cooperative ties include effects of overly centralized authority and decision making, awareness of other organizations and their domains of influence, asymetrical relationships between organizations (where unequal benefit derives from cooperation), and protecting one's turf.'' Methodological considerations dictated that activities contributing to effective decisions in six functional areas (resource allocation and acquisition, program mix, improvement, and maintenance, supportive services, and system maintenance and support) be considered vocational education planning activities, even though great state-to-state variation exists. Eight states and project directors were chosen; about 400 persons were interviewed; preliminary assessments were made prior to beginning data collection; and appropriate document sources were identified. Tentative results (to be detailed in the final report) indicate barriers and facilitators were identified and a compendium of planning activities and concerns was developed. (CP)

ED 178 848 CG 013 983

McCanne, Lynn P. Fisher McCanne, Thomas R.

Factors Associated With Satisfaction in Psychotherapy.

Pub Date-78

Note-28p.; Best copy available; Paper presented at the Annual Meeting of the Midwestern Psychological Association (51st, Chicago, Illinois, May 3-5, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Counseling Effectiveness, *Counselor Characteristics, Evaluation Methods, *Interaction, *Interpersonal Relationship, Mental Health Clinics, *Psychotherapy, Questionnaires, Research Methodology, *Therapists

Identifiers-*Counselor Client Relationship

Current psychotherapy research emphasizes the interrelationships of process variables and outcomes to predict success. A methodology was developed for studying the variables of client problems, therapist qualities, and methods in relation to client satisfaction. To assess clients' experiences, expectations, and therapy perceptions, questionnaires covering problems, therapist characteristics, methods, satisfaction, and identifying information were administered to 151 mental health clinic clients at a large university. Responses were obtained at pre-treatment, post-third-therapy session and post-treatment points. Descriptive statistics, factor analyses, and correlations were computed. Although factor analyses identified reliable and interpretable dimensions of expectations and perceptions of therapy and therapist, only two categories of variables were related to satisfaction and posttest reports of work on intrapersonal, interpersonal, and stress-related physical problems. The total number of significant correlations with post-test satisfaction did not exceed that expected by change. (Author)

ED 178 965 CS 502 676

Tate, Eugene D. Trach, Larry F.

The Effect of United States Television Programs upon Canadian Beliefs about Legal Procedure.

Pub Date-Nov 79

Note-19p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979) ; Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Courts, Foreign Countries, Perception, *Programing (Broadcast), Public Opinion, *Television Research, *Television Viewing

Identifiers-*Canada, *Media Effects

Since Canadian courtoom procedures differ from those of courts in the United States, a study was conducted to test the effects of United States television programs depicting legal proceedings upon Canadian viewers' beliefs about the legal system of that country. A sample of 355 Canadians (composed of eighth and twelfth grade students, first year college students, and first year law school students) completed a questionnaire containing 24 statements. The statements represented information that could be gained from watching television programs taking place in a courtroom, such as proper dress for a lawyer (Canadian lawyers wear black robes in court) and information that could not be so gained, such as jury selection procedures. The questionnaire also contained a semantic differential scale asking respondents to indicate how influential parents, teachers, friends, magazines, novels, motion pictures, and television had been on their knowledge of the judicial process. The results showed that those persons who indicated that television was the most influential source of information about the judicial system had inaccurate perceptions about the Canadian court system, supporting the view that television is very influential in forming viewers' beliefs. The results also supported the concept of incidental learning: people do obtain information from television without deliberately seeking it. (FL)

ED 178 989 CS 502 706

Avery, Robert K. McCain, Thomas A.

Research in Mass Media and Face-to-Face Communication: Bridging the Gap.

Pub Date-Nov 79

Note-21p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication (Thought Transfer), Interaction, *Interaction Process Analysis, Interpersonal Competence, *Interpersonal Relationship, *Mass Media, Research Methodology, *Speech Communication

Identifiers-Communication Research

Taking the viewpoint of the receiver, this paper explores some differences between interpersonal transactions people have with each other and with the mass media. After addressing an orientation held by many communication scholars that the process of mass communication and interpersonal communication differ only in degree, the paper focuses on a single aspect of the mass communication process the media/person encounter. It then offers discussions of the following propositions: (1) the technology of mass media messages inherently limits the sensory integration potential for receivers; (2) receivers of mass media messages have no functional control over media sources; and (3) receivers of mass media messages have only limited or imaginary knowledge of media sources. Finally, it addresses several current research perspectives that can profit from this conceptual reorientation. (FL)

ED 179 050 EC 122 023

Heath, Nancy L.
Special Rights for Special Children: A Manual for Parents of Handicapped Children in New Jersey.
Education Law Center, Inc., Newark, N.J.
Spons Agency-Ford Foundation, New York, N.Y.; Office of Human Development (DHEW), Washington, D.C. Office of Developmental Disabilities.
Pub Date-Mar 79
Grant-50P10578/2-20
Note-63p.
Available from-Education Law Center, Inc., Suite 800, 605 Broad St., Newark, NJ 07102 ($0.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Civil Liberties, Definitions, Due Process, Federal Legislation, *Handicapped Children, *Legal Problems, State Legislation, Student Evaluation, *Student Placement, Student Records
Identifiers-New Jersey, Parent Resources

Intended for parents of handicapped children, the booklet discusses parental rights in New Jersey regarding their child's education. Covered are the following topic areas (sample subtopics in parentheses): legal provisions (free appropriate public education, evaluation, classification, individualized education programs, placement); right to be informed (notice, laws and regulations, records); disagreement with the school district (review, hearing, appeals); and special situations (children under age 5 or over 20, children with mild speech problems or with temporary illness or injury, eligibility for day training, children placed by parents in private schools, discipline of handicapped students, and children whose parents cannot be located). Among appended information are definitions of handicapping conditions and addresses of organizations concerned with the handicapped. (CL)

ED 179 094 FL 010 674

Bhat, K. V. T.
The Properties of Do.''
Pub Date-78
Note-11p.
Journal Cit-Newsletter of Central Institute of English and Foreign Languages; v14 n2 and 3 p9-18 Apr/Jul 1978
Pub Type- Opinion Papers (120) - Journal Articles (080)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*English (Second Language), Language Usage, *Linguistic Theory, *Phrase Structure, Second Language Learning, *Sentence Structure, Structural Analysis, Syntax, *Transformation Generative Grammar, *Transformation Theory (Language)
Identifiers-*India

The properties of do'', its distribution and meaning, are discussed. Do'' is one of the most common error-zones for Indian learners of English. Two analyses of do'' which account for the distribution and meaning of this element are presented. According to the transformational approach, do'' is introduced in sentence structures by a late transformational rule. According to the phrase structure approach, do'' is inserted at the level of the initial structure itself just like any other lexical item. The phrase structure approach has an advantage over the transformational approach because it has some *explanatory power which the transformational approach does not have.* The most significant effect that the transformational approach makes clear is the fact that in English do'' acts as a dummy element to hold the place. This is necessary in English because it is a language where the subject-place (except in some special cases) cannot be empty. The phrase structure approach accounts for the modal-like behavior of do.'' Do'' can be replaced by another apt modal such as can'' or will.'' It functions as a modal in several other aspects as well. The diverse properties of do'' can provide insight about the properties of the language to the teacher of English. (SW)

Greenfield, Stephen And Others

Educational Applications of a Theory of Clinical Expertise.

Pub Date-79
Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, 1979); some appendices will not reproduce well
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Computer Assisted Instruction, Decision Making Skills, Graduate Study, Higher Education, *Instructional Innovation, *Medical Schools, Medical Students, Models, *Problem Solving, Study Facilities, *Teaching Methods, *Workbooks

Two computer-based instructional projects and a workbook model designed to emphasize three different applications of expertise in medical problem-solving are described. The ``CVTEST'' Project (cardiovascular) explored the use of a computer program to provide guidance to students and facilitate self-assessment. The program does not directly teach, but provides support to students in the form of goals, content analyses, questions, and feedback discussions. The ``Diagnostic Workbook'' Project presents examples of expert problem-solving as illustrations of the process involved in the formation of a cognitive image of a case. Accompanying each case are the protocol generated during the simulation exercises by either an expert or novice subject, a critical annotation of the protocol, generated by the expert consultant, and exercises (along with correct answers). The decision support model was designed to provide decision support by giving information tailored to clinical tasks. Among principles listed for the formation of the system are that it would supplement meta-knowledge and that it extend domain knowledge. A sample of the ``CVTEST'' Project questions and workbook exercises and feedback are appended. (PHR)

Leon, David Jess

Institutional Racism and the Educational Opportunity Program: A Study of Organizational Change and Strategies for Reform.

Pub Date-79
Note-14p.; Paper presented at the Annual Meeting of the American Sociological Association (Boston, MA, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *Affirmative Action, Centralization, *College Integration, College Students, Comparative Analysis, Decentralization, Higher Education, *Institutional Characteristics, *Integration Methods, Models, *Organizational Change, Organizational Climate, Racial Discrimination, Racial Integration, *Racism
Identifiers-*Equal Opportunity Programs, University of California Berkeley, University of California Santa Barbara, University of Washington

Various organizational modes for implementing desegregation in higher education are examined with specific reference to the effects of programs at the University of Washington, the University of California at Santa Barbara, and the University of California at Berkeley. Each school established Equal Opportunity Programs (EOP) that differ structurally and operationally. The University of Washington program illustrates a self-determination model, a unified, self-contained, and relatively autonomous office. A partial-determination model was used by UC Santa Barbara where EOP operates under a somewhat decentralized system. EOP at the UC Berkeley follows an integration model where all EOP clients use regular student services for advice and assistance. The extent to which each of these models may lend itself to or embody institutional racism is examined. It is suggested that wherever racial disparities exist in an institution, institutional racism exists. Enrollment figures, relative academic performance and general sense of well-being of EOP students are all factors that should be examined when measuring institutional racism. The EOP program at the University of Washington, designed and run by minorities, is viewed as the least vulnerable to institutional racism. Since EOP at UC Santa Barbara has less autonomy it may be more susceptible to institutional racism. The decentralized program at Berkeley is viewed as the most vulnerable to institutional racism since its clients have the least amount of internal control. (SF)

Williams, Robert D.
A Comparison of Academic Achievement Between Students Attending the Main and Extension Campuses of Florida Southern College.
Pub Date-May 79
Note-72p.; Major applied research project, presented in partial fulfillment of the requirements for the degree of doctor of education, Nova University
Pub Type- Dissertations/Theses (040) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Achievement Rating, *College Students, Comparative Analysis, Departments, *Grade Point Average, Higher Education, *Standardized Tests, *Student Evaluation, Undergraduate Students, University Extension
Identifiers-*Branch Campuses, *Florida Southern College, Graduate Record Examinations, Undergraduate Assessment Program

A study was conducted to determine if there was a significant mean difference in achievement, as measured by the Advanced Test of the Graduate Record Examination or the Field Test of the Undergraduate Assessment Program, between six departments at the main campus and six departments at the extension campus of Florida Southern College. The relationship between the Advanced Test of the Graduate Record Examination or the Field Test of the Undergraduate Assessment Program and the cumulative grade point averages of students at the main campus and the extension campus was examined. The study also determined if there was a significant mean difference in scores on the Area Test of the Undergraduate Assessment Program between sophomores at the main campus and sophomores at the extension campus. On the Advanced Test of the Graduate Record Examination, the biology department at the extension campus had a significantly lower mean score than the biology department at the main campus. The extension campus had a significantly higher mean score than the main campus in natural science and social science on the Area Test of the Undergraduate Assessment Program. Results also indicated that the political science department at both campuses and the biology department at the extension campus did not have correlations between grade point average and scores on the Advanced Test of the Graduate Record Examination that were significant. (SW)

IR

ED 178 870 CS 005 106

Smith, Frank

Reading Without Nonsense.

Pub Date-Jun 79
Note-166p.
Available from-Teachers College Press, Columbia University, New York, NY 10027 ($6.95 paper)
Pub Type- Books (010) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Beginning Reading, Elementary Secondary Education, *Memory, *Psycholinguistics, *Reading Comprehension, *Reading Instruction, *Reading Processes, Recall (Psychological), *Teacher Role

The purpose of this book is to contribute to an understanding of the nature of reading so that teachers can decide how to teach children in a way that will enable children to make sense of what they read. The process of reading, the perceptual and language skills involved in reading, the nature of memory and comprehension, and the way that nonreaders perceive the task of learning to read are examined. The premise of the analysis is that only through reading do children learn to read, thus the function of a teacher is to act as a guide and choose materials and methods that will make reading easy for learners. (MKM)

Press, Simone N.
Teaching Creative Writing in a Psychiatric Setting.
Pub Date-Nov 79
Note-9p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (21st, Indianapolis, IN, November 8-10, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Catharsis, *Creative Writing, Emotionally Disturbed, *Institutionalized Persons, *Poetry, *Psychiatric Services, Psychotherapy, *Therapy, Workshops
Identifiers-*Poetry Therapy

This paper reports the results of creative writing workshops in various psychiatric hospitals that have demonstrated that individuals in psychiatric settings have particular needs, affinities, and receptivities to the means of self-expression and communication available through creative writing. The purgative effect of Emily Dickinson's poetry and suggestions for using it for cathartic purposes with patients undergoing psychiatric treatment are discussed. Samples of patients' writing are analyzed and the argument is made that creative artistic expression is attainable by seriously disturbed individuals in psychiatric settings and that this expression can lead to such therapeutic gains as increased self-awareness and insight, improved self-esteem, and a better ability to communicate. (AEA)

ED 178 939 CS 205 285

Karlson, Robert E.
Words Out of Silence.
Pub Date- 78
Note-13p.
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cerebral Dominance, *Cognitive Processes, *Composition (Literary), Creative Development, *Creative Thinking, *Creative Writing, Educational Theories, Fantasy, *Imagination, Teaching Techniques

A theory of teaching creative writing that involves preconscious learning is presented in this paper. Following a review of the literature on methods of developing writing ability, the paper describes a three-step creative process of preparation (the gathering and study of appropriate materials), incubation (the preconscious absorption and shaping of these materials), and illumination (the insight that provides shape, meaning, and originality to the material). The discussion emphasizes the third step, illumination, and the necessity for quieting the left hemisphere (cognitive portion) of the brain to free the right hemisphere (imagery-producing portion) of the brain to stimulate artistic or theoretical creativity. Meditation is suggested as an effective way of controlling left hemisphere chatter.'' (AEA)

ED 178 708 CE 022 380

Development of Attitudinal Skills. Final Evaluation Report, April 1, 1978-June 30, 1979.

Ceres Unified School District, Calif.

Sponsor Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-79

Note-76p.; Small print in the report and photographs in the model ``Toward Better Work Attitudes'' will not reproduce well

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives, *Behavior Change, *Behavior Standards, Curriculum Development, Curriculum Guides, Senior High Schools, *Skill Development, *Student Attitudes, Student Motivation, Vocational Adjustment, Vocational Education, *Work Attitudes

School district staff, aware of the need for a program to teach attitudinal skills, undertook to develop a curriculum model for vocational teachers to help their students gain those attitudes, behaviors, and personal characteristics valued by employers. Teacher input led to a workshop for converting behavioral ideals into practical teaching terms using learning activities and evaluation techniques. An Affirmative Action Committee evaluated the tentative curriculum so produced to exclude any bias or stereotyped attitudes prior to field testing under conditions of frequent supervision. A final workshop evaluated the total project and refined the model, with results indicating success. Field test teachers found students, teachers, and administrators very enthusiastic regarding the project, with noticeable improvement in student employability and promotion. Students not only knew the attitudinal roles but were also able to duplicate them in terms of behavior. Contributions to curriculum development include the detailed organizational plans for the curriculum model, positive reinforcement for both teacher and student as a motivational strategy, the model's direct relationship to the world of work and the fact that its activities actually changed student behavior, and the model itself. The model contains statements of objectives, learning activites, and evaluation methods in short (one-page, usually) self-contained units. Also appended is a brief teaching strategy, sample checklists, self-evaluation and self-analysis forms, and a list of additional resources. (CP)

ED 178 742 CE 023 089

Yoshimura, Ralph J. Suzuki, Warren N.

Vocational Education for Mentally Handicapped Students. A Procedural Manual.

Oregon State Univ., Corvallis. Vocation-Technical Education Unit.
Spons Agency-Oregon State Dept. of Education, Salem.
Pub Date-Dec 78
Note-123p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Basic Skills, Cooperative Education, *Educable Mentally Handicapped, *Educational Strategies, Evaluation Criteria, Evaluation Methods, *Individualized Instruction, Job Placement, Job Skills, Mainstreaming, Manuals, Normalization (Handicapped), *Program Development, Skill Development, Special Education, Student Evaluation, Student Placement, Student Testing, *Trainable Mentally Handicapped, *Vocational Education

For the Vocational Special Needs Coordinator (VSNC), educational administrator, and special education teacher, this manual suggests procedures and materials useful in enabling educable and trainable mentally handicapped (EMH and TMH) students to gain and retain employment. Designed primarily for the VSNC who heads the team effort required in planning and implementing programs, the manual is organized into sections, each with sequences of tasks major, minor, and subtasks grouped around a major purpose. Section 1 gives sequences and ways to determine student skills, abilities, and interests; 2 outlines how to develop an individual vocational education plan for each student; 3 suggests ways to enroll EMH students in regular cluster programs that fit them for cooperative work experience; 4 offers alternative approaches to mainstreaming; 5 provides cooperative work suggestions to help polish and supplement skills; 6 can be used to guide a program of special vocational education for TMH students; 7 covers job placement and referral, while 8 deals with ways in which information can be collected to aid in documenting and evaluating program success. Forty pages of appendixes contain tests, skill evaluation forms, and other suggested forms. (CP)

ED 178 825 CG 013 938

Ochsner, Nancy L. Solomon, Lewis C.

College Education and Employment The Recent Graduates.

College Placement Council, Bethlehem, Pa.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Rockefeller Foundation, New York, N.Y.

Pub Date-79

Note-124p.

Available from-CPC Foundation, P.O. Box 2263, Bethlehem, PA 18001 ($9.95)

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Choice, *Career Education, *College Graduates, *College Majors, *Employment Opportunities, Higher Education, *Job Satisfaction

Until 1970, the ability of the educational system to prepare students for jobs was so widely accepted that support for education was based largely on manpower needs. To the general public, more schooling meant better jobs. During the 1970's, students, faculty, placement officers, and educational policy makers have questioned the usefulness of post-secondary education in work. Two studies discuss a five-year effort to examine the utilization of college training in careers, and the importance of educationally-related jobs to job satisfaction. A sample (N 4,057) of 1961 freshmen answered surveys in 1961, 1971 and 1974. Another sample of 1970 freshmen responded to surveys in 1970 and 1977. Two major questions guided the investigation: How closely related to their college major are the jobs of these college graduates? How satisfied are they with their jobs? One major conclusion was that having a job that was unrelated to one's college major is not in itself sufficient cause for dissatisfaction. (Author/BMW)

ED 178 804 CS 005 130

Wisconsin Handbook for Reading Improvement: Section H Volunteer Programs.
Wisconsin State Dept. of Public Instruction, Madison.
Pub Date-79
Note-28p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, Program Descriptions, *Reading Improvement, *Reading Programs, *Resource Guides, Resource Materials, Tutorial Programs, *Tutoring, *Volunteers, *Volunteer Training
Identifiers-*Right to Read

This booklet is one of eight developed both as resource guides to assist Wisconsin public schools in offering quality reading instruction and as models for improvement where there is a need for change. This last booklet offers suggestions for the effective planning and implementation of volunteer programs. Ten potential problem areas in utilizing a volunteer reading program are identified along with accompanying recommendations and solutions and steps in planning a volunteer training program are listed. Also offered are sample planning worksheets, a list of possible topics and handbooks, sample news releases and job descriptions, lesson plan and evaluation forms, a list of guidelines for volunteers, a sample reading interest inventory, and an annotated bibliography on volunteer programs. (AEA)

ED 179 012 EA 012 239

Bucci, John Massey, Sara
Principals' Forum II.
New England Teacher Corps Network, Portsmouth, N.H.
Pub Date-9 Nov 79
Note-29p.
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role, *Discipline Policy, *Educational Environment, Interprofessional Relationship, *Principals, Self Concept, Self Esteem, Students, Teacher Interns, Team Leader (Teaching)

This report presents the proceedings from an October, 1979, meeting of 29 New England principals involved with Teacher Corps projects. The objectives of the forum were (1) to share school climate improvement techniques, (2) to facilitate relationship building among principals and project directors, (3) to share information on school discipline policies, and (4) to discuss practices used for intern and team leader involvement in schools. The report is intended to provide a permanent record of the meeting for use in contract reporting and to serve as a reference for project directors as they continue their onsite staff development efforts. (Author/JM)

ED 179 031 EC 121 324

Adams, Patrick, Ed. And Others
Sonoma Developmental Curriculum: Instructional Programs. Volume II.
Human Services Associates, Santa Rosa, Calif.
Pub Date-79
Note-601p.; For Volume I, see EC 121 323; Print may be marginally legible on some pages.
Available from-Casa Grande Center, 235 Casa Grande Road, Petaluma, CA 94952 ($30.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Objectives, Curriculum, *Developmental Disabilities, *Emotional Development, Hygiene, Individualized Programs, Infants, Instructional Materials, Interpersonal Competence, *Language Development, Learning Activities, Motor Development, Performance Criteria, Preschool Children, Preschool Education, *Psychomotor Skills, Safety, *Self Care Skills, *Social Development

The guide presents instructional materials for teaching developmentally delayed children from birth to 6 years old. The following five instructional areas are covered (with sample activities in parentheses): gross motor (demonstrates a tonic-neck reflex, demonstrates ability to bear almost full weight, and crawls backward down three steps); fine motor (clenches fist on contact, folds and creases paper, and copies a circle); language development (turns head and maintains eye contact, brings object from another room, and names a missing object); social/emotional development (identifies self in photo, apologizes when appropriate, and raises hand for attention); self help skills in the areas of eating/drinking (uses a spoon), toileting (indicates by gesture when wet), washing/grooming (brushes teeth independently), dressing (removes underpants), and safety (demonstrates dialing own number). Each activity included in the instructional materials lists the target behavior, a performance objective, the materials needed, and suggestions for instruction. (PHR)

ED 179 075 FL 010 537

de Meneses, Fernando

Entre dois mundos: vida quotidiana de criancas portuguesas na america
National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-228p.
Available from-National Assessment and Dissemination Center, 49 Washington Ave., Cambridge, Massachusetts 02140 ($2.50 for student's book, $1.25 for teacher's guide)
Language-Portuguese; English
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Acculturation, Biculturalism, Bilingual Education, Cross Cultural Studies, *Cultural Awareness, *Cultural Differences, *Cultural Education, Culture Conflict, Ethnicity, *Immigrants, Minority Groups, Multicultural Education, *Portuguese Americans, *Rural Urban Differences

This Portuguese reader with accompanying teacher's guide describes the culture shock that Portuguese children and their families face when they immigrate to North America. The reader is divided into 75 short stories about the families that come from the rural areas of Portugal where there has been little industrialization. The purpose of the reader is to help children grow to modes of thinking adaptable to the industrial city without losing the values implicit in the life and culture of their village. To achieve this goal, the teacher's guide suggests four steps: (1) to listen with respect to all elements of the old culture, (2) to search for the general values that are at the origin of the different customs, (3) to find the economic and historic reasons why those values were expressed in such customs, and (4) to find ways the permanent values can be incorporated into practices consistent with life in the modern city. For each story, the teacher's guide contains the counseling goal for dealing with the certain cultural aspect of the story, discussion questions, project suggestions, and explanations of certain language and cultural terms used in the story. The text is in Portuguese and the teacher's guide is in English. (NCR)

ED 179 115 FL 010 876

Teaching an Algonkian Language as a Second Language: A Core Program for Grade One.

Department of Indian Affairs and Northern Development, Toronto (Ontario). Education Div.
Pub Date-78
Note-72p.; Some headings may not reproduce well
Available from-Department of Indian Affairs and Northern Development, Ottawa, Ontario, Canada (free)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Education, *American Indian Languages, Audiovisual Aids, *Bilingual Education, Classroom Materials, Elementary Education, Grade 1, *Language Instruction, *Realia, *Second Language Learning, Units of Study
Identifiers-*Algonquian Languages

Ten units of first grade language instruction are presented in English, as a course guide for teachers who are expected to use only an Algonkian language in the classroom. The units, which are thematically titled (e.g. The Little House''), cover two to four weeks' teaching time each. Classroom activities involve a variety of realia. Parallel to the list of activities is a guide to the grammatical or lexical principle each activity is intended to rehearse. Several talking books'' with tape scripts are appended as realia for specific units. (JB)

ED 179 232 iR 007 997

Kent, Allen And Others
Use of Library Materials: The University of Pittsburgh Study.
Pittsburgh Univ., Pa.
Spons Agency-Dekker (Marcel) Inc., New York, N.Y.
Pub Date-79
Note-282p.; For related document, see IR 007 887
Available from-Marcel Dekker, Inc., 270 Madison Ave., New York, NY 10016
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Academic Libraries, Books, *Information Utilization, *Library Acquisition, *Library Collections, Library Surveys, Models, *Periodicals, Research Utilization, Resources, Scholarly Journals, *Statistical Analysis, Tables (Data), *Use Studies

The findings of a study undertaken at the University of Pittsburgh in 1975 to determine the extent of materials use and the full cost of such use in the university library system are presented in this 272-page report. Intended to serve as a foundation for improved acquisitions policies, this report covers circulation and in-house use of books circulation histories and sampling provide data for statistical comparison of use and acquisition; journal use as determined through user observation, questionnaires, and interviews; sampling methods for the six libraries with definitions of key concepts; aspects of use as related to other factors, such as duration of subscription, academic status, age, and department of user; an economic analysis of acquistion and use; and the design of a cost benefit model for library operations, which emphasizes acquisition. In further discussions of the study's findings, recommendations are made to explore further the possibilities of resource sharing, and questions are raised about implications for decision-making in library acquisition. A supplementary appendix for the journal use study discusses technical data, application of data collection methodology to other studies, and collection management. (SW)

ED 179 252 JC 790 287

Hansen, Evelyn Unes

Study of Graduates from General College Individualized Baccalaureate Degree Programs. The General College Studies, Volume XV, Number 3, 1978-1979.

Minnesota Univ., Minneapolis. General Coll.

Pub Date-Feb 79

Note-49p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age, *Bachelors Degrees, College Choice, College Graduates, Employment Trends, Females, Graduate Study, Graduate Surveys, Higher Education, *Individualized Programs, Males, Occupational Aspiration, *Participant Satisfaction, Relevance (Education), *Student Attitudes

Identifiers-Student Objectives

A sample of 104 graduates of the individualized baccalaureate program at the General College of the University of Minnesota was surveyed to determine graduate attitudes toward the program's usefulness in achieving personal and career goals, strengthening job market position, and entering a graduate school. A 77% response rate was obtained. Of the respondents, 63% were male, their average age was 33.3 years, and 66% held a Bachelor of Applied Studies (BAS), while 32% held a Bachelor of General Studies (BGS). Major findings include the following: (1) 51% entered the program primarily for career reasons, while 48% entered with personal development goals; (2) 80% thought the program greatly or very greatly satisfied these goals; (3) 59% rated their self-designed program better than adequate or excellent, while 11% found it less than adequate; (4) if they were to do to over again, 62% indicated that they would choose the individualized program at General College, 13% would choose an individualized program offered elsewhere, and 21% would choose a traditional program; (5) 83% of the employed respondents held jobs related to their field of study; and (6) 21% of the respondents had been accepted by graduate schools, though more BAS than BGS holders were accepted conditionally. Tables comparing data by sex are provided throughout the text. (JP)

ED 178 724 CE 022 898

Spooner, Kendrick L.
Model BOE Block Program for Rural Schools. Final Report.

Center for Education and Management, Inc., Kersey, Colo.
Spons Agency-Colorado State Board for Community Colleges and Occupational Education, Denver.
Pub Date-27 Jun 79
Note-78p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, Core Curriculum, Curriculum Evaluation, Data Collection, *Demonstration Programs, Flexible Scheduling, Followup Studies, Individualized Programs, *Office Occupations Education, Performance Tests, *Program Evaluation, Questionnaires, *Rural Schools, Senior High Schools, Simulated Environment, Time Blocks
Identifiers-Colorado

A one-year evaluation was conducted of the Exemplary Business and Office Education (BOE) Program as implemented in seven rural Colorado schools. The individualized program featured a two-period block core curriculum with three or more optional areas of study. Evaluation objectives were to describe the exemplary projects in light of the curriculum/instruction model, describe positive and negative aspects from student, teacher, and administrator viewpoints, assess student performance, and develop a student and employer follow-up survey. The evaluation team identified a control group of students; developed testing and evaluation instruments and a finalized plan (which could be used the following year for summative evaluation of the BOE program); scheduled and carried out site visits to administer tests, interview participants and staff, and collect data; summarized the findings, including the results of the civil-service-like performance tests, performed t-tests, regression, and variance analysis on the data, compared these with control group scores, and wrote a final report. The team found that students and teachers liked the Block Format (two or more scheduled periods of instruction) for the flexibility it gave in combination with model office procedures, individaul Learning Activity Packets, and individualized plan of study, showing that such a program can be run successfully in small rural schools. However, the program did not affect students' performance significantly; only the seniors in key schools outperformed seniors in the control group. (The final report includes data analysis tables and twenty pages of evaluation and follow-up instruments.) (CP)

Health Careers Guidebook. Fourth Edition, 1979.
Employment and Training Administration (DOL), Washington, D.C.; Health Resources Administration (DHEW/PHS), Bethesda, Md.
Pub Date-79
Note-230p.; Photographs and occasional small type appearing throughout this document will not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-000-00343-2)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Career Opportunities, Career Planning, *Careers, Employment Qualifications, *Health Occupations, Information Sources, *Occupational Information, Salaries, Student Financial Aid, Student Loan Programs

This guidebook provides a listing of individual health careers and descriptions. Proceeding that is a brief overview of the health field followed by suggestions and procedures for effective career planning and a section regarding the use and availability of financial aid with suggestions for application. There is also a health careers calendar which gives the number of years of required training beyond high school level for each occupation. Each career description, listed under its preferred occupationsl title, is divided into four basic sections: (1) alternate titles, job duties, areas of specialization in the field, (2) job requirements, (3) future employment outlook and opportunities for advancement, and (4) sources of additional information and current Dictionary of Occupational Titles code numbers. Category headings for the occupations are clinical laboratory services, dentistry, dietetics and nutrition, education, health information and communication, health services administration, medicine, nursing, pharmacy, psychology, science and engineering, social work, technical instrumentation, therapists, veterinary medicine, and vision care. A salary chart, showing starting rate range and maximum rate range for the various occupations, and a list of addresses of sources of additional information are also included along with a financial aid and student loan source list. (FP)

ED 178 803 CG 013 912

Eliasoph, Beverly And Others

Supervision: Trainer's Manual and Resource Manual.

National Drug Abuse Center for Training and Resource Development, Gaithersburg, Md.
Spons Agency-National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. Div. of Resource Development.
Report No.-NDACTRD-79-113T
Pub Date-79
Contract-271-78-4600
Note-218p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
Pub Type- Guides - General (050)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Counseling Services, *Counselors, Drug Abuse, Drug Education, *Interprofessional Relationship, *Professional Training, Supervisors, Supervisory Methods, *Supervisory Training, *Training Techniques

This manual is designed to train those helping professionals who carry supervisory responsibility for the work of counselors in drug or other substance abuse programs. The purpose of this training course include identification and desceiption of supervision forms, processes and skills, and development of supervisory competencies useful in the work setting. In a modular presentation format, the materials address the following areas of concern: (1) definitions, dimensions, and the context of supervision; (2) the supervisory process including models, methods, and tools; and (3) techniques for skill-building and application. Additionally, a trainer's manual, workshop guidelines, and worksheets are provided. (Author/HLM)

ED 178 871 CS 005 107

Schreiner, Robert, Ed.

Reading Tests and Teachers: A Practical Guide.

International Reading Association, Newark, Del.
Pub Date-79

Note-90p.; Figure 4.4 may not reproduce
Available from-International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19711 (Order No. 726, $2.50 member, $4.00 non-member)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Evaluation Methods, Reading Ability, *Reading Achievement, *Reading Diagnosis, *Reading Tests, *Test Construction, *Testing, Test Interpretation, *Test Selection

This guidebook puts testing in proper perspective as one aspect of evaluation and leads the test user through a practical discussion about selecting and developing valid, reliable tests. Its primary purpose is to assist classroom teachers, reading consultants, and school administrators in making decisions about measuring student reading achievement. The five chapters of the book discuss the following topics: a plan for using tests in reading evaluation, how to select and evaluate reading tests, the construction and analysis of reading tests, how to organize and apply test results, and definitions of measurement terms. (RL)

Purves, Alan, Ed.
Cognition and Written Language: A Symposium.
Pub Date-Mar 79
Note-135p.; Papers presented at the Symposium on Cognition and Written Language (Pittsburgh, PA, March 15, 1979)
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Cognitive Processes, *Composition (Literary), Computer Assisted Instruction, *Educational Research, Elementary Secondary Education, Higher Education, *Language Development, *Language Skills, *Reading Processes, Research Methodology, Student Evaluation, Teacher Response, Teaching Techniques, Written Language
Identifiers-*Composition Process

Originally presented at a symposium on cognition and written language, the 14 papers in this collection discuss research findings regarding reading and writing processes, ways that the development of effective reading and writing can be abetted by instruction, and research needs in the area of cognition and written language. The papers focus on the following topics: methodological issues in writing research, the acquisition of language skills using computer based instruction, analogies between written and spoken language, needed research on processes of invention, issues related to cognition and written language among elementary school students, the cognitive processes in the evaluation of texts, the style of teacher response, the influence of prior knowledge on literary inference, problem solving strategies in writing, strategies used in comprehending written stories, procedures for exploring writers' cognitive maturity, a program to help college students develop operational reasoning skills, the success of informal methods in teaching children to write, and the acquisition and development of individuals' mental lexicons. (GT)

ED 178 940 CS 205 286

Slayton, Paul C., Jr.

The Needs of Society: Many Voices Many Rooms.

Pub Date-Oct 79

Note-10p.; Paper presented at the Annual Meeting of the Virginia Association of Teachers of English (10th, Richmond, VA, October 12-14, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Design, *Curriculum Development, *Educational History, Elementary Secondary Education, Greek Civilization, *Language Arts, Social Values, United States History

The only workable generalization regarding curriculum development in a heterogeneous, multicultural society is one that allows conflicting views to operate within an institution and that prepares youth for functional membership in the society. A review of the history of Western education from Sparta through the Puritans, William McGuffey, and Andrew Carnegie, reveals a mythical consensus about what is good and valuable and about a close bond between educational goals and societal goals. Although the present generation promises an idealized consensus between educational endeavors and the needs of society, those needs are not so easily and narrowly defined, posing problems for the curriculum designer in such areas as language instruction, literature, and the modes, models, and materials for curriculum construction in general. (AEA)

ED 178 990 CS 502 707

Ayres, Joe Miura, Steven Y.

Relational Communication Instrumentation: Validity.

Pub Date-Nov 79

Note-31p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, Evaluation Methods, Interaction, *Interaction Process Analysis, Interpersonal Relationship, *Measurement Techniques, *Predictive Validity, Relationship, *Speech Communication, Validity

The conceptual, construct, and predictive validity of available instruments for coding relational control is considered in this paper. It approaches conceptual validity by offering a logical analysis that compares each instrument with formative ideas in interactional theory. It then advances data concerning the construct and predictive validity of the instruments. The final portion of the paper discusses the results and suggests that the instrument devised by C. E. Sulzki and J. H. Beavin exhibits the strongest overall validity pattern. (Author/FL)

ED 179 051 EC 122 024

Oklahoma Child Serve Manual.

Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-79
Contract-300-78-0023
Note-34p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, Federal Aid, Guidelines, *Handicapped Children, *Identification, Parent Role, Publicize, Public Relations, *Referral, School Role, *School Services, Screening Tests, State Programs
Identifiers-*Oklahoma

Intended for personnel of local school districts in Oklahoma, the manual offers guidelines for locating, evaluating, and providing special services for handicapped children. Information is presented in question/answer format in six major sections: introduction; awareness campaign (newspaper articles, radio and television, flyers and brochures, public speaking); screening; referral; evaluation; and service delivery. Among the topics addressed are the following: benefits of early identification, Federal funding, implementation of an awareness campaign, steps for obtaining publicity from the local newspaper, appropriate radio and television stations for broadcasting child serve announcements, effective flyers, screening tests, referral records, the outcome of evaluation, and the parent role in service delivery. (SBH)

ED 179 153 HE 011 978

Konek, Carol W.
Project DELTA, Wichita State University. Final Report.
Wichita State Univ., Kans.
Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Program Staff.

Pub Date-1 Apr 79
Grant-G007605296
Note-113p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrative Personnel, Administrator Education, Attitude Tests, Career Ladders, Change Strategies, College Faculty, Decision Making, *Equal Opportunities (Jobs), *Females, Higher Education, Information Dissemination, *Leadership Qualities, Models, *Professional Recognition, Regional Cooperation, Role Perception, Self Evaluation, Sex Role, Teacher Workshops, Women Professors
Identifiers-*Project DELTA, *Wichita State University KS

Project DELTA (Design for Equity: Leadership, Training, Attitudes) at Wichita State University was funded by the Women's Educational Equity Act to develop an exportable model for enhancing the entry of women into, and the advancement of women within, leadership and decision-making roles in higher education. The project employed a capacity-building approach to institutional change by conducting workshops and seminars for faculty, administrators, and support personnel. The project also supported the initiation and implementation of equity goals on the part of individuals and administrative units. It supported the development of a regional network for enhancing leadership opportunities for professional women in higher education, and offered intensive leadership training to leadership teams from institutions of postsecondary education in Federal Region VII. Project staff compiled a leadership manual, ``Design for Equity: Women and Leadership in Higher Education,'' to be disseminated to individuals and institutions working for increased representation of women in leadership positions. Project staff also developed a battery of bias-free instruments for the self-assessment of qualities related to sex role attitudes and values, role satisfaction, decision-making strategies, and leadership style. These instruments were pilot tested with samples of male and female faculty and administrators from Federal Region VII, and the instruments were administered to similar groups in a national validation sample. An evaluation report and additional materials are appended. (SW)

ED 179 211 IR 007 873

Illinois Statewide Facilitator Center. Final Performance Report.

Illinois Statewide Facilitator Center, Metropolis.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-78-0258
Note-605p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-Activities, *Demonstration Programs, *Educational Improvement, *Educational Programs, Elementary Secondary Education, Evaluation, *Statewide Planning
Identifiers-*Illinois, National Diffusion Network

This report summarizes the activities of the Illinois Statewide Facilitator Center for fiscal year 1979. The Facilitator Center is the Illinois link in the National Diffusion Network (NDN) and assists educators in Illinois by providing improved educational opportunities through surveying school needs within the state and reviewing exemplary programs that seem likely to meet those needs. The report is organized in seven parts: (1) a brief introduction that describes/defines the National Diffusion Network components and those related to Illinois; (2) a description of the area served, including number of public and nonpublic districts and students; (3) tables of project activities showing the activities, procedures, and evaluation; (4) a statement on documentation; (5) tables of management and evaluation design activities showing objectives, procedures, and evaluation; (6) recommendations and schedule of required reports; and (7) data tables giving information on adopted programs for 1978-79 (this section comprises the bulk of the document). Appendices contain a schedule reflecting participation in key conferences/meetings, total awareness circulation for 1978-9, the NDN report (SF Awareness Form A), data tables on urban activities, and tables of information on Illinois inservice workshops and follow-up technical assistance. (JD)

ED 178 089 CE 019 895

Fink, Arlene Kosecoff, Jacqueline

Report of the Field Testing and Validation of Expanding Career Horizons.

Steiger, Fink, and Kosecoff, Inc., McLean, Va.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Dec 76
Note-204p.; Not available in paper copy due to broken type; For related documents see CE 019 893 and ED 151 537
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness, Career Planning, Curriculum Development, *Curriculum Evaluation, *Females, Field Studies, Participant Satisfaction, Program Effectiveness, *Program Validation, Secondary Education, Sex Discrimination, *Sex Stereotypes, Vocational Education
Identifiers-*Expanding Career Horizons, *Illinois

A three-phase assessment was conducted to field test a curriculum developed to expand career horizons for both young men and young women and to help eliminate sex role stereotyping. Intended for grades 7-14, this curriculum emphasized the increasing options for women in vocational education programs and non-traditional careers. First, the curriculum was pilot tested using a first-draft version of all materials in two Illinois high schools with two classes. As a result, a few problems in implementing the curriculum and assessment instruments were identified and the materials were revised. In the second phase, the revised version was tried out in four Illinois schools with eight classes and resulted in further refinement of materials and administration procedures. In the final phase of the field test, the curriculum was used in seven Illinois schools with eleven classes. An analysis of the results showed that male and female students at all grade levels participating learned from and enjoyed the course. However, female students and students with female teachers seemed to be more sensitive to the problems of sex discrimination. Based on all the data, it was concluded that the curriculum could be used with male and female students in all parts of Illinois and at all secondary grade levels. (BM)

Molina, Charles, Jr.
Youth Labor Markets for Puerto Rican-Latin American Youth Labor Market in New York City.
Arawak Consulting Corp., New York, N.Y.
Spons Agency-Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.
Pub Date- 78
Note-53p.; Some pages in this document may not reproduce well due to light and broken type
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Articulation (Program), Community Action, Community Organizations, Educational Assessment, *Employment Services, *Job Development, Job Market, *Job Training, *Models, Occupational Information, Personality Assessment, Psychological Testing, *Puerto Ricans, Social Agencies, Training Objectives, Urban Youth, *Youth Employment
Identifiers-New York (New York)

An integrated job preparation model with development rationale is presented for use by social action agencies in serving Puerto Rican/Hispanic youth clientele. Findings of background research to isolate demographic and cultural variables of the primary target audiences are summarized. An organizational evaluation is also described which studied the goals, objectives, procedures and accomplishments of 250 New York City agencies (profit-making, community service, and government) involved in processing and dissemination of job market information. The job preparation model itself begins with explanations of youth needs and problems followed by appropriate intake procedures including various types of testing and assessment. Next, training objectives are discussed in light of the assessment results with emphasis given to a total training design including job skills, self-awareness, and motivation. Some suggested training tools are listed with mention made of mainstreaming, traditional skills training, and youth staff. Preparation for the world of work includes a discussion of motivation methodology, survival education, and a continuous counseling program. Job development procedures are suggested and emphasis is given to development of job banks, communication with job sources, planning, research of job market, and creation of jobs. (FP)

ED 178 849 CG 013 964

Barrett, Carol J.
Sex Differences in the Experience of Widowhood.
Pub Date-Sep 78
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Interpersonal Relationship, *Marital Status, Needs, *Older Adults, Psychological Characteristics, *Sex Differences, Sex Role, *Stress Variables, *Widowed

Previous writers have presumed that widowhood is more stressful for one sex or the other. Hypotheses derived from demographic considerations and sex role developmental theory compared the needs and resources of 147 widows and 42 widowers, relative to 190 married persons. All subjects were non-institutionalized urban residents aged 62 or over. The interview results indicate that: (1) sex differences are greater in widowhood than in marriage; (2) men are favored in marriage but endure greater hardship as widowers; and (3) sex differences in widowhood are most pronounced in psychosocial functioning, nutrition and household needs. (Author)

ED 178 895 CS 005 131

Reading: Annotated Bibliography.
Central Midwestern Regional Educational Lab., Inc., St. Louis, Mo. R&D Interpretation Service.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-138p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annotated Bibliographies, *Beginning Reading, Content Reading, Literature Reviews, Reading Achievement, *Reading Comprehension, Reading Difficulty, *Reading Instruction, *Reading Processes, Reading Programs, *Reading Research, Reading Skills, *Remedial Reading, Teaching Techniques

The Research and Development Interpretation Service (RDIS) has been collecting reading research to identify items that will be most useful to the regional exchanges and their clients. This bibliography, the result of that work, lists the items in alphabetical order by author. The items are also indexed according to major topic areas, including reading comprehension, reading instruction, beginning reading, remedial reading, reading difficulty, and reading processes. Each entry includes publication information, availability, an abstract, and a list of topic descriptors. (RL)

ED 178 966 CS 502 681

Gantz, Walter Gartenberg, Howard M.

Pop Music and Adolescent Socialization: An Information Perspective.

Pub Date-May 79

Note-23p.; Paper presented at the Annual Meeting of the International Communication Association (Philadelphia, PA, May 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Cognitive Development, Music, *Music Appreciation, *Popular Culture, Research, Social Influences, *Socialization, Teenagers

A study to assess the information function of pop music in the adolescent socialization process involved approximately 500 students in junior and senior high schools and colleges in a large metropolitan area in the northeast and approximately 400 university undergraduates in an introductory sociology class. In-class, self-administered questionnaires were filled out by respondents during normally scheduled class sessions. The survey instrument consisted of questions on patterns of exposure to popular music, motivations for and gratifications obtained from listening, the cognitive impact of exposure to pop songs, perceived and experienced impact of pop music, and selected demographics. Results indicated that listening to pop music appears to be an integral part of adolescent patterns of living, exposure to pop music may be adolescents' most frequent and extensive connection with the media, motivations for listening tend to center on diversion, and since respondents were generally unable to provide even minimal feedback about song content the impact of pop music on adolescents is in areas other than their cognitive development. (Tabular data are appended). (AEA)

ED 179 013 EA 012 252

O'Reilly, Robert C.

Pregnancy Cases and Legislation Affecting Equality and Costs in Schools.

Pub Date-Aug 79
Note-15p.; Paper presented at the National Conference of Professors of Educational Administration (33rd, Edmonton, Alberta, August 12-16, 1979); Not available in paper copy due to light print of original document
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cost Effectiveness, Elementary Secondary Education, *Federal Court Litigation, *Feminism, *Fringe Benefits, *Leave of Absence, *Pregnancy, Program Costs, Sex Discrimination, Sex Fairness, Teachers

This paper discusses five court cases decided in the seventies that explain the viewpoints held by the courts on pregnant school employees. According to the paper, the cases reveal the judicial background that prompted P.L. 95-555, passed by Congress in 1978 and identified as an amendment to the Civil Rights Act of 1964, Title VII. The cases, not all of which include school personnel, include Green, Buckley, LaFleur, Geduldig, and General Electric. The paper concludes that, with the inclusion of pregnancy in the fringe benefit categories of sick leave and disability, some new personnel costs will be generated. It recommends that school boards consider the relationship between new costs and productivity as budgets are built and total fringe benefit packages are negotiated. (Author/LD)

ED 179 095 FL 010 688

Mackey, William F.

Un siecle de colloques sur la didactique des langues (A Century of Meetings on the Teaching of Languages).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-78

Note-222p.

Language-French; English

Pub Type- Reference Materials (130)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Bilingualism, *Conference Reports, *Conferences, Educational Policy, Elementary Secondary Education, Higher Education, *Language Instruction, Language Planning, Linguistics, *Meetings, Organizations (Groups), Second Language Learning, Sociolinguistics, *Symposia, *Teaching Methods

This is a preliminary version of a listing of meetings on the teaching of languages. It includes meetings known by the terms congress, conference, and symposium, with special emphasis on international meetings. The work is divided into five chapters: (1) the origin and development of conferences on the teaching of languages; (2) a chronological listing of the meetings; (3) an index of the acronyms of the organizations, a selected bibliography of the proceedings, and an index to the titles of the proceedings; (4) an alphabetical list of the locations of the meetings; and (5) a selection of texts of the recommendations and conclusions of meetings dating from 1928 to 1976. In these texts, the following topics are treated: bilingualism and education, the teaching of foreign languages in elementary school, the future of higher education in Africa, language teaching methodology, retraining language teachers, the description and measurement of bilingualism, international education, educational anthropology and sociolinguistics, educational policy, linguistic and cultural diversity, educational policy and language minorities, bilingual education, and education in the native language. (Author/AMH)

Report of the Illinois Task Force on Foreign Language and International Studies.

Illinois State Board of Education, Springfield.; Illinois Task Force on Foreign Language and International Studies.
Pub Date-Nov 79
Note-35p.
Journal Cit-Bulletin of the Illinois Foreign Language Teachers Association; v11 n2 p9-42 Nov 1979
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Committees, *Educational Assessment, Educational Objectives, Elementary Secondary Education, *International Studies, *Language Instruction, *Language Programs, Needs Assessment, Preschool Education, Program Design, Programdevelopment, *Second Language Learning, *State Programs
Identifiers-*Illinois

A task force was created in November of 1978 to assess the state of foreign language and international studies in Illinois public schools. This report begins with an overview of the current decline in foreign language enrollments and offerings. The need to foster foreign language study is discussed, both for its special place in intellectual development and to meet the ever-growing need for international communication in all fields of endeavor. The second part of the report outlines a comprehensive state-wide foreign language and international studies program. Basic premises of such a program assume that each student should have the opportunity to learn a foreign language, and that successful foreign language learning requires high standards from specific curricula. To meet learning objectives, a comprehensive program design provides for various approaches to foreign language instruction, including immersion and bilingual programs, at the preschool, elementary, secondary, and continuing education levels. Finally, general recommendations and specific action steps are set forth which cover state and regional advisory structure, visibility and awareness activities, curriculum and resource development, state office leadership, and student-focused activities. (JB)

ED 179 135 HE 011 928

Cohen, Habiba S.
Elusive Reform: The French Universities, 1968-1978.
Pub Date-10 Jan 79
Note-280p.
Available from-Westview Press, 5500 Central Avenue, Boulder, CO 80301 ($20.00)
Pub Type- Books (010) - Historical Materials (060)
Document Not Available from EDRS.
Descriptors-College Administration, College Curriculum, *Educational Change, Educational Demand, Educational Finance, *Educational Legislation, *Foreign Countries, Governance, *Higher Education, *Historical Reviews, Political Influences, Trend Analysis
Identifiers-*France, *Orientation of Higher Education Act 1968 (France)

The development of the new French universities is traced from 1968 to 1978. Chapter One examines the state of French higher education prior to 1968, including such aspects as access to education and student life. Chapter Two focuses on the student revolt at the Sorbonne on May 3, 1968. In the next four chapters, the emergence of the Faure law with consideration of its intellectual origins; the political conflicts over its passage; and its main provisions with regard to university governance, curriculum, and finance are discussed. The development in each field from the passage of the law in 1968 until 1978 is examined. The concluding chapter presents an overview of the developments in the French university and attempts to draw a balance sheet of the reform effort a decade later. Extensive notes; a brief glossary; tables on student enrollment, faculty, expenditures for higher education and other related facts; a copy of The Orientation of Higher Education Act (November 12, 1968); and an approximately 425-item bibliography are appended. (Author/PHR)

Goldhor, Herbert

A Study of Public Library Book Collections in the Humanities.

Illinois Univ., Urbana. Graduate School of Library Science.
Pub Date-Jan 79
Note-51p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Books, *Evaluation, *Humanities, *Library Collections, Nonfiction, *Public Libraries

Undertaken to secure hard data on the nature and extent of American public library holdings of adult non-fiction books in the humanities, this study of 19 library collections of varying sizes used an inductive approach for evaluating books based on the frequency of their citation in selected reference tools. Five points summarize the findings: (1) 11 percent of the public libraries' total book holdings consists of adult non-fiction books in the humanities, or 15 percent of adult books and 22 percent of adult non-fiction held; (2) 50 percent of the titles analyzed were listed in three or more of the tools, 32 percent were found in one or two tools, and 16 percent were in none; (3) three-fourths of all the books noted were on literature and history, ranking as high or higher in quality than those in other subject areas; (4) libraries serving less than 25,000 persons compared well with those of other sizes; and (5) 70 percent of all titles held were published in the last 20 years. Tables detail the composition of the collections sampled and the distribution of their titles. (FM)

ED 178 707 CE 022 390

A Career Planning Inventory for Adults. April 1, 1978-June 30, 1979.
San Bernardino County Superintendent of Schools, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-91p.
Pub Type- Tests/Questionnaires (160) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Counseling, Adults, Attitude Tests, *Career Choice, *Career Planning, Decision Making, Interest Tests, Occupational Guidance, Occupational Information, Postsecondary Education, Profile Evaluation, Self Evaluation, Test Construction, *Test Interpretation, Vocational Counseling, *Vocational Interests
Identifiers-California, *Career Planning Inventory for Adults

The Adult Career Planning Inventory (ACPI) was designed to elicit from clients their self-perceptions of aptitudes, interests, past experience, physical abilities, and education, and to compare these perceptions with actual job requirements as taken from the Dictionary of Occupational Titles (DOT). The ACPI is a reusable eight-page booklet (enclosed) of statements, preferences, and interests which might apply to a client. Answers are recorded on a computer card to be processed, whereupone client receives results in the form of a one-page summary profile that may include up to twelve computer-originated additional job possibilities and an explanation sheet. The client may then examine the results either alone or with a counselor's help, the counselor having access to the forty-page Administration and Interpretation Guide (enclosed, as is also the Spanish version of the ACPI). The guide includes interfacing with all appropriate information components of the California Occupational Information System. All adults wanting help with education and career planning can use ACPI and can use the results to make more informed and realistic occupational decisions through the matching of client characteristics with DOT information, and the deliberate exclusion of any bias based on sex, culture, or handicap. The ACPI was field tested with 1,500 individuals before final approval, while third party evaluation (summary enclosed) found the materials professionally done, replicable, and meeting or exceeding expected objectives. (CP)

ED 178 743 CE 023 090

Heller, Barbara R. And Others

Computer Guidance and Other Selected Educational Practices in Secondary, Postsecondary, and Correctional Institutions in New York State.

City Univ. of New York, N.Y. Graduate School and Univ. Center.
Spons Agency-New York State Education Dept. Albany, Grants Administration Unit.
Report No.-CASE-08-79
Pub Date-Aug 79
Note-66p.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Computer Oriented Programs, *Corrective Institutions, *Educational Counseling, Educational Facilities, *Educational Needs, Educational Resources, *Institutionalized Persons, *Occupational Guidance, Occupational Information, Participant Satisfaction, Postsecondary Education, Secondary Education, Surveys, Technical Reports
Identifiers-New York

During the 1978-79 school year, a survey was conducted of several New York State school districts, fifty-seven public and private two-year colleges, eight Educational Opportunity Centers, and thirty-six correctional institutions within the state. The secondary and postsecondary school level surveys focused on past use of and interest in computer-based guidance systems. Survey results indicated that experiences with computerized college and career information guidance systems in high schools and in two-year colleges in New York State are remarkably similar. Half of the respondents were using an automated system during 1978-79, and most of these had been involved for more than a year. The Guidance Information System (GIS) was the system most frequently used in both high schools and colleges. Based on the results of this survey, suggestions were made to install a statewide computer guidance system. The correctional institution survey focused on the needs of the incarcerated population for educational services and how these needs were being met. Twelve of the fourteen responding correctional institutions had male inmate populations and two had female. Data was collected on educational facilities, classroom space, instructional resources, and inmate participation in educational activities. The results indicated that a large proportion of the inmates are involved in educational activities and that there is a broad range of educational programs offered. Relatively few institutions obtained funds of their own to conduct special programs, although all were involved in cooperative arrangements with external agencies. (BM)

ED 178 826 CG 013 939

Muldoon, Linda, Ed.
Incest: Confronting the Silent Crime.
Minnesota State Dept. of Corrections, St. Paul.
Pub Date-79
Note-103p.
Available from-The Minnesota Program for Victims of Sexual Assault, 430 Metro Square Building, St. Paul, MN 55101 ($2.50)
Pub Type- Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Abuse, Child Welfare, Due Process, Emotional Response, *Family Problems, Family Programs, Juvenile Courts, Legislation, *Parent Child Relationship, *Sexuality, *Sociopsychological Services
Identifiers-*Incest

Family sexual abuse is now being recognized as a reality that requires professional intervention. This manual covers the entire intervention process from case identification and reporting of suspected abuse, through the investigation and treatment phases. The central focus is on the abused child and the victim's need for protection. Among the topics discussed are the identification of the victim and the family, the reporting statute, information gathering, suing the judicial system, providing services, and preventing of sexual abuse. (Author/BMW)

ED 178 872 CS 005 108

Monson, Dianne L., Ed. McClenathan, DayAnn K., Ed.
Developing Active Readers: Ideas for Parents, Teachers, and Librarians.
International Reading Association, Newark, Del.
Pub Date-79
Note-112p.
Available from-International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711 (Order No. 727, $3.00 member, $4.50 non-member)
Pub Type- Collected Works - General (020) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Childrens Books, *Childrens Literature, Elementary Education, Instructional Media, Interpretive Reading, Language Arts, Librarians, *Library Material Selection, Literature Appreciation, Motivation Techniques, *Parent Participation, *Reading Habits, Reading Instruction, *Reading Interests, *Reading Material Selection
Identifiers-Reading Attitudes, *Reading to Others

Developed by the International Reading Association Library Resources and Reading Committee, this book is designed to help parents, teachers, and librarians provide children with books and reading experiences that will make reading a lifetime habit. Part One, The Right Book for Each Child: Book Selection and Library Use,'' contains the following articles: Assessing Reading Interests of Elementary and Middle School Students,'' by Ken L. Dulin; Book Selection for Children of a Modern World,'' by Ruth Kearney Carlson; Realism in Books for Young People: Some Thoughts on Management of Controversy,'' by DayAnn K. McClenathan; From the Primary Reading Program to the Library,'' by Louise J. Zaidi; The Primary Child in the Library,'' by Margaret J. Miller; and Taking Your Child to the Library,'' by Constance V. Alongi. Articles in Part Two, Involving Children with Literature,'' are: Into a Book and Beyond: Responding to Literature,'' by Dianne Monson; Choral Reading and Readers Theatre: Oral Interpretation of Literature in the Classroom,'' by Jean Woodbury; Parents and Teachers Share Books with Young Children,'' by Mary Jett-Simpson; Using Media to Turn Kids on to Reading in the Content Areas,'' by Roger E. Johnson; and Magic Moments with Media,'' by Jeanne Eisenbarth, LeAnn Green, and Margaret Sloan. (MKM)

ED 178 991 CS 502 710

Ragan, Sandra L.

A Frame Analysis of New Yorker Cartoons.

Pub Date-Nov 79
Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Caricatures, *Cartoons, Content Analysis, *Creative Art, *Humor, Identification (Psychological), Periodicals, *Popular Culture
Identifiers-Communication Research

Frame analysis of 85 cartoons from The New Yorker'' magazine was used to discover the significant keys, or metacommunicative characterizers, of cartoon humor. It was hypothesized that these keys/characterizers function to cue the readers so that they frame the message of the cartoon in a way that permits a humorous interpretation of the cartoon's content. Four major characterizers are described and analyzed: the cartoon form, its convention of graphic, pictorial representation; caricature, or the obvious exaggeration in the depiction of cartoon characters' gestures and expressions; social breaching, where a situation depicts the violation of normal social expectations, assumptions, and rules; and rekeying, which is the literal or concrete transformation of a metaphoric or abstract concept. (RL)

ED 179 032 EC 121 325

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children: 1977 Series.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-25p.; For related materials, see EC 121 326-328.
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (Any 5 Fact Sheets $1.00).
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Education, Careers, Child Abuse, *Definitions, Due Process, *Educational Diagnosis, Educational Legislation, *Gifted, *Handicapped Children, Identification, Individualized Programs, Mainstreaming, Neglected Children, Outreach Programs, Parent Responsibility, *Special Education, Teacher Role
Identifiers-Educaton for All Handicaped Children Act

A series of 11 fact sheets giving basic information on specific subjects of interest to those working with handicapped and gifted children. The fact sheets, developed by the ERIC (Educational Resources Information Center) Clearinghouse on Handicapped and Gifted Children during fiscal year 1977, are designed in a question/answer format and have resource references. Following are the topics of the fact sheets (with sample subtopics in parentheses): nondiscriminatory evaluation (definition, assessment selection); severely handicapped (identification, educational objectives, parent role in service delivery); individualized education program (definition, components, goal determination); procedural safeguards (requirement of Public Law 94-142 Education for All Handicaped Children Act, use of surrogate parents); child find (definition, outreach, evaluation procedures); the arts and the handicapped child (rationale, model programs); parents of handicapped children (parental problems, rights and responsibilities of parents); gifted and talented handicapped (definition, identification); mainstreaming (definition, rationale, effects on regular classroom teacher role); careers in special education (future outlook, related services); and child abuse and neglect (definition, identification, procedures for reporting). (PHR)

ED 179 078 FL 010 539

Moirand, Sophie

Analyse textuelle et objectifs didactiques (Textual Analysis and Instructional Objectives).

Autonomous Metropolitan Univ., Mexico City (Mexico).
Pub Date-78
Note-32p.; Some pages may not reproduce clearly
Journal Cit-Languages for Special Purposes; n5 p25-56 1978
Language-French; Spanish
Pub Type- Guides - Classroom - Teacher (052) - Journal Articles (080)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Analytical Criticism, Comprehension Development, Critical Reading, *Discourse Analysis, Educational Objectives, *Grammar, Higher Education, *Languages for Special Purposes, Reading Comprehension, *Reading Skills, Syntax, *Teaching Procedures, *Textual Criticism, Vocabulary

Regardless of the way in which one chooses authentic texts for a course in reading a language for special purposes, at one time or another, one is confronted with the problem of textual analysis. The analysis has to be done in view of the course objectives. A pre-instructional analysis allows the instructor to work out teaching strategies which will gradually enable the learner to choose the linguistic markers capable of generating hypotheses, and to recognize the markers that may be useful for testing the hypotheses. Such an analysis is based on various methods of discourse analysis and like these is in a state of flux. The steps used in the analysis of texts for a course on the French economy are outlined: (1) examine the document from several linguistic angles in view of the functional objectives of the course; (2) diversify the techniques of analysis in order to follow the line of thought in the document and to train the learner to use linguistic models of textual organization; (3) indicate evidence of subjectivity in the text; (4) study the terms relevant to the speciality in question; (5) pick out words in thought groups that belong to the speciality and that are closely linked to the structural frame of reference; and (6) ask who is writing, for whom, and what the objectives are. In conclusion, some of the limitations of the pre-instructional analysis are described. (AMH)

ED 179 171 HE 012 002

McGee, Reece

Criteria Problems in Assessing Teaching Performance.

Pub Date-79

Note-9p.; Paper presented at the annual meeting of the American Sociological Association (1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability, College Environment, *College Faculty, Educational Responsibility, *Effective Teaching, *Evaluation Criteria, Higher Education, Models, *Researchers, *Teacher Evaluation, *Teacher Role, Values

The need to consider teaching evaluation criteria within the social structural and normative background within which college teaching takes place is discussed, along with the need to consider the substantive content of the criteria. In research-oriented American universities many feel that one cannot be promoted for teaching because institutional reward is positively correlated with research publication and other scholarly activity. One reason for this phenomena is that there is no tradition for concern with quality of instruction. A second structural phenomenon is that the major universities of the United States adopted the German model of scholarship, a disciplinary model, with the laboratory and speculative investigation at the center of the faculty member's role rather than the transmission of knowledge to students. The third phenomenon is that during the great research expansion of World War II, and the two decades following it, the academic profession and institutions of America adopted the researcher role as the academic role model. The research-oriented value system might be amenable to change if an appropriate methodology for the evaluation of teaching were invented. One of the general problems regarding the assessment of teaching is the absence of conventional agreement on what constitutes good teaching. A possible approach to this problem is to list behaviors essential for minimal satisfaction in teaching performance. (SW)

ED 179 233 IR 008 001

The White House Conference on Library and Information Services, November 15-19, 1979.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Nov 79

Note-42p.; Photographs removed prior to filming due to lack of reproducibility; For related documents, see IR 008 002-013 and IR 008 213

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Conferences, Information Science, *Information Services, *Library Services, *National Programs, Organizations (Groups), *Participation, Planning Commissions

Identifiers-*White House Conference Library Info Services

This official handbook, distributed during the conference, outlines the framework for themes, speakers, and planning, and identifies people involved in several aspects of the conference. Profiles of the 14 conference speakers are followed by a brief history of the conference and a description of the National Commission on Libraries and Information Science, including a list of members. Conference themes are listed as library and information services for personal needs, lifelong learning, organizations and the professions, governing our society, and for international understanding. Also provided are a list of members of the conference of the information community advisory committee, delegates from each state, and staff and contributors to the conference. (SW)

ED 179 253 JC 790 405

Batten, Joyce

Enrollment and Attendance: 1969-1979.

Los Angeles Community Coll. District, Calif.

Pub Date-Jun 79

Note-127p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Age, *Attendance Patterns, Average Daily Attendance, College Attendance, Community Colleges, Day Students, Declining Enrollment, Educational Television, *Enrollment, *Enrollment Trends, Ethnic Distribution, Evening Students, Full Time Students, *Junior Colleges, Multicampus Districts, Part Time Students, Study Abroad

Identifiers-Weekly Student Contact Hours

Enrollment data were collected and analyzed for the Los Angeles Community College District and each of its nine colleges, for the years 1969 to 1979. The data were used to profile the District as a whole and each college in terms of: (1) Fall 1977 and 1978 enrollment in the categories of day/evening, male/female, full-/part-time, freshmen/sophomores, first-time/continuing, and under/over 21 years old; (2) Spring 1978 and 1979 enrollment in the same categories; (3) ethnic distribution; (4) age distribution; (5) total enrollment (1969-1979); (6) weekly student contact hours (WSCH); (7) WSCH per student; (8) average daily attendance for each academic year. Enrollment data were also collected for the instructional television and overseas programs. The district profile indicated that although total enrollment had grown since 1969, there was a 3.7% enrollment decline between Fall 1977 and Fall 1978, and a 4.9% decline between Spring 1978 and Spring 1979. The cancellation of summer session 1978 contributed to this decline. The largest enrollment declines occurred among full-time, male, day students. Although WSCH for 1978 and 1979 roughly paralleled the drop in enrollment, WSCH per student declined only slightly (0.6% in Fall and 0.1% in Spring), indicating a slowing [illegible] the trend toward lighter class loads. The enrollment report includes numerous tables and a glossary. (JP)

ED 178 782 CE 023 502

Research and Development: A 16-Year Compendium (1963-78).

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-79
Note-611p.; Indexes will not reproduce well due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 029-000-00381-5)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-Disadvantaged Groups, Employment Opportunities, *Employment Patterns, Employment Programs, Federal Programs, *Human Resources, Labor Demands, *Labor Economics, Labor Force, *Labor Market, Labor Supply, Manpower Needs, Occupational Mobility, Occupational Surveys, *Research Projects, Research Reviews (Publications), Unemployment
Identifiers-Employment and Training Administration, Office of Research and Development, United States

This compendium is an inventory of projects funded by the United States Office of Research and Development of the Employment and Training Administration of the Department of Labor during fiscal years 1963-1978. It presents the research and development projects funded during this period and describes briefly their objectives, the methods employed, and, for those completed, their findings or results. The first of five chapters is composed of studies of government policies and underlying economic and social conditions. Chapter 2 contains projects concerning the operation of the labor market itself. Topics covered include labor demand and supply, imbalances between demand and supply, institutional influences, and attitudes that affect workers' behavior. Projects on the content and effectiveness of programs that have intervened in the labor market to improve the development and use of human resources constitute chapter 3. Chapter 4 contains projects that focus on the logistics of these programs (the activities that are required to plan, manage, staff, evaluate, and provide supportive services). Doctoral dissertation grants and institutional grants to universities comprise chapter 5. Indexes are included of contract and grant numbers, contractor and grantee organizations, individuals associated with contracts and grants, and research subjects. (LRA)

ED 178 804 CG 013 913

Vinick, Barbara H.

Remarriage Among the Elderly: Present and Future.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-78

Note-19p.; Paper presented at the Annual Meeting of the Eastern Sociological Society (Philadelphia, PA, 1978); Not available in hard copy due to marginal legibility

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Behavior Patterns, *Futures (of Society), Hygiene, Life Style, *Marriage, *Older Adults, Retirement, *Social Attitudes, Trend Analysis

Identifiers-*Remarriage, *Social Policy

Many factors are contributive to a rise in the rate of remarriage among older adults. Statistical and survey data on the condition of the elderly suggest that: (1) the number of elderly marriages has increased dramatically in recent years; (2) improved health status allows older adults greater socialization and mobility which greatly enhance the chances for remarriage; (3) the trend to live in single residences fosters the desire for remarriage; and (4) older adults value their freedom and independence. Attitudes of older adults and significant others in their environment reflect little condemnation of remarriage by younger persons and a trend toward acceptance of remarriage by older adults themselves. Social policy is also influential in affecting remarriage rates as evidenced by changes in Social Security laws and the proliferation of programs designed to help older adults remain in their homes as long as possible, e.g. senior citizen recreation centers, subsidized meal programs, and special transportation services. (Author/HLM)

ED 178 850 CG 013 965

Karpowitz, Dennis H. Gurri, Irene M.

Therapy Outcome: The Influence of the Sex of the Participants.

Pub Date-16 Apr 79

Note-11p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Las Vegas, Nevada, April 16-19, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bias, *Counseling Effectiveness, *Interaction, Interpersonal Relationship, Questionnaires, *Sex (Characteristics), *Sex Differences, *Therapists

Identifiers-*Counselor Client Relationship

Relationships among client sex bias, client sex, and therapist sex to therapy outcome were examined in four hypotheses: (1) Does sex of participants or initial client sex preference for a therapist affect treatment outcome? (2) Does exposure to a same or (3) opposite sex therapist affect attitudes toward the therapist? (4) Does client-perceived similarity to the therapist affect outcome? Twenty-five female and 25 male clients were randomly assigned to one of five conditions. Four treatment conditions were either same-sex or opposite-sex client-therapist dyads, plus a no-treatment control group. Dependent measures included a questionnaire of attitudes toward therapists and the client's therapist sex preference. Treatment condition clients received two individual assertion training sessions employing modeling, coaching and behavioral rehearsal. Results revealed that treatment was effective compared to a no-treatment control. Positive change in client attitude correlated directly with outcome. Clients' attitudes did not reveal overall sex biases, but clients preferred opposite-sex therapists. Sex of client-therapist dyads, felt similarity and sex preferences toward the therapist did not significantly affect treatment outcome. (Author/BMW)

ED 178 806 CS 005 132

King, Kenneth, Ed.

Literacy Research in Developing Countries. Final Report.

German Foundation for International Development, Bonn (West Germany), Education, Science and Documentation Div.; International Development Research Centre, Ottawa (Ontario).

Pub Date-Nov 78

Note-199p.; Bellagio IV Workshop on Educational Research with Special Reference to Research on Literacy (Geneva, Switzerland, November 19-22, 1978); Several figures and tables may not reproduce

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adult Literacy, Comparative Education, *Developing Nations, *Educational Research, Foreign Countries, Functional Illiteracy, Government Role, Job Skills, *Literacy, *Literacy Classes, Motivation Techniques, *Reading Research, *Reading Skills

The nine papers in this document represent the final report of a workshop on research on literacy in developing countries. It is noted in the introduction by Kenneth King that research in literacy tends to be performed by persons who are also literacy activists and that the problem of motivation seems to be central to most literacy research. It is suggested that adult literacy research must be connected with research on the quality and effectiveness of elementary and secondary education. The papers included are: Development Policy Outcomes of Adult Literacy Research''; Literacy without Schooling: Testing for Intellectual Effects''; Primary School Leaving Examinations, Basic Intellectual Skills, and Equity: Some Evidence from Kenya''; International Study of the Retention of Literacy and Numeracy: the Egypt Case Study''; Research on Innovative Nonformal Education for Rural Adults: Implications for Literacy Motivation''; New Research Approaches to Literacy Development in Tanzania''; First Report on the National Adult Education Programme: the Scope for Evaluation''; A Comparison of Three-Script Literacy in Liberia''; and Literacy Research: Some Observations on its Nature and Conduct.'' (MKM)

ED 178 919 CS 205 265

What Should Be the Future Direction of the Foreign Policy of the United States?: National Debate Topic for High Schools, 1979-1980, Pursuant to Public Law 88-246.

Library of Congress, Washington, D.C. Congressional Research Service.
Report No.-CRS-96-17
Pub Date-79
Note-708p.; Not available in paper copy due to marginal legibility of original document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-071-00589-7, $9.00)
Pub Type- Collected Works - General (020) - Reference Materials (130) - Opinion Papers (120)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Studies, *Debate, *Foreign Policy, *Information Sources, *International Relations, Political Science, Secondary Education

This book provides information on the 1979-80 national high school debate topic (United States foreign policy). The volume begins with a group of articles selected to provide an overview of foreign policy considerations and a general context for discussions of the three propositions within the designated topic. The book also contains sections with separate groups of background materials and essays on each of the debate propositions. Other sections provide a selected bibliography, information on how to secure additional material on U. S. foreign policy, and a list of available government publications on the 1979-80 national high school debate topic. (RL)

ED 178 941 CS 205 287

Morgan, Jean

The New Journalism: A Transition to Fiction-Writing for Beginning Creative Writers.

Pub Date-Oct 79

Note-6p.; Paper presented at the Annual Meeting of the Popular Culture Association in the South (8th, Louisville, KY, October 18-20, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Creative Writing, *Descriptive Writing, Higher Education, *New Journalism, Realism, *Teaching Techniques, Writing Skills

The beginning creative writer usually needs to learn the distinction between creative writing and purely informational or reportorial exposition. This can often be accomplished through writing assignments incorporating the concepts of New Journalism the method of rendering realistically, from the point of view of an outsider who has temporarily been an insider, the essence of a personality, atmosphere, or lifestyle. An example of such an assignment would be to have a student write about a subject chosen from among well-known people and lifestyles using the following criteria: (1) tell a story moving from scene to scene using as little exposition as possible; (2) record dialogue realistically; (3) use the third-person point of view; (4) record everyday gestures, habits, manners, customs, styles of furniture, clothing, decoration, modes of behaving, looks, glances, poses, styles of walking, and other symbolic details indicative of the subject's status. Such assignments help the student writer to develop a personal literary voice and to understand how fiction grows out of personal experience. (AEA)

ED 179 052 EC 122 025

Evans, Paul L.

A Model for Conducting Needs Assessments and a Report on National Ratios.

Pub Date-1 Sep 79

Note-28p.; Paper presented at the Annual Convention of the American Psychological Association (New York, NY, September 1, 1979).

Pub Type- Tests/Questionnaires (160) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Delivery Systems, Elementary Secondary Education, *Emotionally Disturbed, Needs Assessment, Research Projects, *Role Perception, *School Psychologists, *School Services

The opinions of 162 psychologists, 842 teachers, 125 public school administrators and 50 state departments of education were surveyed regarding the current status of service delivery and school psychology. The first questionnaire was directed to coordinators of school psychological services and school psychologists and requested information about the academic background and training of the school psychologists. A second questionnaire, disseminated by school psychologists to teachers and public school administrators, queried respondents on which services psychologists performed that they felt were most helpful in the public schools. A third questionnaire, mailed to practicing psychologists, involved rating of specific tasks according to the relative importance of the task to respondents' positions. Among findings was that the most frequent recommendation of public school administrators, school psychologists, and classroom teachers for improving psychological services in the schools is that of reducing the current ratio of psychologists per pupil. Statistical data and sample questionnaires conclude the document. (SBH)

Hereford, Susan M. Stice, James E.

A Course in College Teaching in Engineering and Science. Research Bulletin.

Texas Univ., Austin. Measurement and Evaluation Center.
Spons Agency-Moody Foundation, Galveston, Tex.
Report No.-RB-73-10
Pub Date-Jun 73
Note-12p.; For related document, see HE 011 981; Paper presented at the Annual Conference of the American Society for Engineering Education (Ames, IA, June 25-28, 1973)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Descriptions, *Engineering Education, Graduate Study, Higher Education, Instructional Media, Microteaching, *Preservice Education, Science Teachers, *Teacher Education, Teaching Experience, *Teaching Methods, *Teaching Programs, Teaching Skills
Identifiers-*University of Texas Austin

An experimental course in college teaching for graduate students in engineering and the natural sciences has been offered by the University of Texas at Austin. The program has also included students from a wide variety of academic disciplines. Most of the assignments and activities undertaken have been experientially based, but several tests and supplementary reading materials, which are described, have been used. Students are exposed to various alternatives or supplements to traditional teaching methods such as audiotutorial instructional systems, computer-based or computer-assisted instruction, and Keller's personalized system of instruction. Each student is required to present a half-hour talk to the class pertaining to a teaching method or related topic. Widely used teaching methods such as programmed instruction, discussion methods, laboratory teaching, and the use of demonstrations are also considered. Students complete two courses in media education which teaches students to assemble and run various types of projectors and to make such instructional aids as transparencies, multicolor dittomasters, color-lift transparencies, and slides. One of the most important and effective experiential aspects of the course is microteaching and the feedback it provides. Beginning in the fall of 1973 the course will become a regular offering of the College of Engineering. (SW)

ED 179 190 IR 007 850

Sherman, Kevin James

Children's Television Behaviour: Its Antecedents and Relationship to School Performance. A Study of the Television Viewing Behaviour of Children in Grade 6 of State Primary Schools in the Metropolitan Area of Melbourne. Occasional Paper No. 14.

Australian Council for Educational Research, Hawthorn.
Pub Date-Jun 79
Note-93p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Academic Achievement, Children, Cluster Analysis, *Commercial Television, Demography, *Elementary School Students, Family Influence, *Individual Characteristics, Multiple Regression Analysis, Sampling, School Surveys, *Television Research, *Television Viewing, Viewing Time

A study was conducted to describe the television viewing habits of grade 6 children in primary schools within the metropolitan area of Melbourne, Australia; to examine the nature of the relationships between factors found to be relevant in explaining television behavior; and to examine the relationship between television behavior and school achievement. Data were collected from a 2-stage cluster sample of 271 grade 6 children using a questionnaire; tests of intelligence, self-esteem, and comprehension in social studies; and a diary of television viewing over a period of seven days. A questionnaire was also completed by the subjects' teachers. Statistical analyses involved simple descriptive statistics, bivariate correlation and multiple regression analyses, and canonical analysis. The hypothesizing and subsequent testing of causal path models of the interrelationships between variables enabled the study to cope more efficiently with the complex interrelationships between variables. Results confirmed the important influence that television has on the lives of children, and the importance of home background variables and personal characteristics in influencing television viewing patterns. (Author/CMV)

ED 179 212 IR 007 874

Vinsonhaler, John F. And Others

The Inquiry Theory: An Information-Processing Approach to Clinical Problem-Solving Research and Application. Research Series No. 1.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 78
Contract-400-76-0073
Note-30p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.00)
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Clinical Diagnosis, Computer Programs, *Management Information Systems, Medical Evaluation, Performance Criteria, *Problem Solving, *Simulation
Identifiers-Clinical Instruction

This paper is a distillation of research findings on clinical problem-solving over the past decade. These findings are summarized by means of three basic concepts which describe a rudimentary theory of clinical problem-solving performance and instruction: (1) the principle of case simulation valid clinical problem-solving behavior can be induced by simulated cases presented to clinicians; (2) the principle of clinical simulation the problem-solving behavior of clinicians is probabilistically dependent on clinical memory, clinical strategies, and the case; (3) the performance evaluation and instructional corollaries of the Inquiry Theory clinical problem-solving performance can be measured and improved by providing external aids to clinical memory or strategy, training aids for them, and combinations of both. Discussed in the paper are reported findings associated with these three basic concepts and the set of computer programs (The Basic Management Information System) developed by the authors and fellow researchers in studies of the Inquiry Theory. A bibliography is included. (Author)

ED 179 014 EA 012 253

Lockavitch, Joseph F., Jr.

Seating Arrangement and Classroom Behavior: A Simple but Sometimes Overlooked Method for Classroom Control.

Pub Date-Sep 79
Note-15p.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Problems, *Class Management, *Classroom Arrangement, Elementary Secondary Education, *Furniture Arrangement, *Group Behavior

This paper discusses the importance of environmental factors namely, classroom seating to classroom management. A specific incident is discussed, whereby disruptive behavior developed in students because of the spatial separation of their desks from the teacher's desk. Solutions to the seating problem are offered in the text and in figures drawn for use by the reader. The paper concludes that effective use of the environment can greatly assist teachers in keeping their classes under control. (Author/LD)

ED 179 136 HE 011 929

Kelley, Marjorie L.

Project ACORDE. Final Report.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-Curriculum Research and Development Section (DHEW), Bethesda, Md. Div. of Dentistry.

Pub Date-31 Oct 74

Contract-N01-DH-34030

Note-226p.; Not available in paper copy due to marginal legibility of original document

Pub Type- Tests/Questionnaires (160) - Numerical/Quantitative Data (110) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Rating, *Course Evaluation, Curriculum Development, Dental Schools, *Dentistry, Educational Objectives, *Evaluation Criteria, Higher Education, *Laboratory Techniques, *Rating Scales, *Self Evaluation

Identifiers-*Project Acorde

A report is presented on the evaluation and redevelopment of an 11-module course of instruction in restorative dentistry conducted under Project Acorde. The major learning goals for students were: acquisition of the necessary skills and knowledge of appropriate tools and materials; and self-appraisal of one's own work in performing the various restorations. Criteria were established for acceptable standards on the several characteristics of each restoration, and physical models of the restorations were produced to provide tangible examples of the criteria. The evaluation focused upon the sets of criteria to determine if the criteria were uniformly interpreted and applied in rating the quality of student's restorations. Student, instructor, and outside observers rated the student restorations as correct, improvable, or unacceptable. The degree of uniformity of interpretation and application of the criteria was analyzed in terms of agreement in ratings of each restoration by each pair of raters. Field test data clearly indicate that the rating criteria provide high agreement on the rating of student restorations between students, instructors, and observers. In addition to self-evaluation and instructor evaluation for each module, two tests and a final examination were administered. Criteria for evaluation of restorations, sample written tests, and interrater reliabilities are presented in appendices. (SW)

ED 178 690 CE 020 033

Assessment of Adult Vocational Outreach Programs of Northwest Community Colleges. Final Report.

Washington State Univ., Pullman. Coll. of Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 78
Grant-G007603978
Note-286p.; Some appended instruments may not reproduce well
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Adult Programs, *Adult Vocational Education, *Community Colleges, Educational Interest, *Educational Opportunities, *Educational Practice, Outreach Programs, Program Administration, Rural Education, *Rural Population, School Surveys, Student Attitudes

A study was conducted to identify community college practices for providing adult vocational education to rural communities and persons beyond reasonable commuting distance (20 miles) from a community college campus. Using six project-developed survey instruments and interviews with college administrators, data were collected in twenty-five college service districts in Idaho, Oregon, and Washington. Data were collected concerning courses and programs offered, administrative structures and practices connected with adult vocational outreach, characteristics of vocational outreach instructors, and interest of district adults in vocational education. Among the findings was that few vocational programs were offered in the study area, but approximately 1185 vocational classes were held in 1976-77. Curricular and administrative variables were found to be specific to colleges (or states) rather than to courses or programs. Non-administrative factors affecting class enrollment included population age, community size, distance from class location, and the populations's apparent lack of knowledge about educational opportunities in their areas. Adults indicated most interest in courses in the trade and industrial and business and office occupations areas. (Survey instruments are appended.) (Author/LRA)

ED 178 725 CE 022 904

Marketing Occupations. Cluster Guide.
Oregon State Dept. of Education, Salem.
Pub Date-79
Note-227p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Career Choice, Career Education, *Distributive Education, Guides, *Marketing, Merchandising, *Occupational Clusters, *Program Development, Secondary Education, Teaching Guides

This cluster guide, which is designed to show teachers what specific knowledge and skills qualify high school students for entry-level employment (or postsecondary training) in marketing occupations, is organized into three sections: (1) cluster organization and implementation, (2) instructional emphasis areas, and (3) assessment. The first section discusses goal-based planning and includes a proposed cluster curriculum, a sample curriculum schedule, allied support courses, information about program management and Oregon manpower data. Section 2 contains suggested course goals, performance indicators, and suggested learning activities in orientation, career guidance, economics, human relations, communications, mathematics, sales promotion, operations, management, and independent study. The third section briefly discusses assessment as it relates to goal-based planning. Appended material includes job descriptions from the Dictionary of Occupational Titles; Oregon manpower data; suggested equipment, facilities, and supplies; and an instructional analysis for organizing learning experiences. (LRA)

ED 178 827 CG 013 940

du Toit, Brian M.

Drug Use and South African Students. Papers in International Studies. Africa Series No. 35.

Ohio Univ., Athens. Center for International Studies.
Pub Date-78
Note-149p.
Available from-Ohio University Press, Scott Quad, Ohio University, Athens, OH 45701
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*African Culture, *College Students, *Drug Abuse, Field Studies, *Foreign Countries, Higher Education, *High School Students, *Marihuana, Questionnaires, Research Methodology, Secondary Education
Identifiers-*South Africa

The concern over cannabis and its possible effects have prompted the establishment of the National Institute on Drug Abuse. This project was funded as one of a number of international studies focussing on chronic cannabis use in its natural setting. Four major ethnic South African groups were examined relative to their use of cannabis: African, Colored, Indian and White (1,152 high school students and 701 university students). The hypotheses tested were that the African students would smoke more cannabis and view it more naturally than the other ethnic groups, and that the English-speaking urban Whites would be more familar with drugs in general than their Arfikaan-speaking counterparts. A 10-page questionnaire, compiled for administration to the student sample (included in the appendix), reveals that there were about the same precentage of users among Whites and Africans at both high school and university levels. More high school students had tried drugs while more university students smoked cannabis regularly. In both categories, Africans started drug experimentation at the youngest age. (Author/BMW)

ED 178 987 CS 502 682

Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Application, April 1-June 30, 1979. Status Report No. 58.

Haskins Labs., New Haven, Conn.
Pub Date-79
Note-202p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Articulation (Speech), Beginning Reading, Japanese, Language Patterns, Language Skills, Phonetics, Physiology, Reading Skills, *Research, Semantics, Speech, *Speech Communication, *Speech Skills, Vowels
Identifiers-*Oral Language

This report is one in a regular series on the status and progress of speech research. The 11 manuscript topics are: towards a theoretical reassessment of the role of proprioception in the perception and control of human movement, interarticulator programing in stop production, the beginnings of speech, proofreading errors on the word the,'' the speech code and learning to read, some experiments on the sound of silence in phonetic perception, phonological coding in beginning reading, laryngeal adjustments during Japanese fricative and devoiced vowel production, on the coordination of two-handed movements, the contribution of natural durations to speech synthesized by FOVE rules, and a review of The Skills of the Plodder.'' (FL)

ED 178 992 CS 502 711

Merenda, Marilyn D. Polichak, James W.

Speech Communication and Theater Arts: A Classified Bibliography of Theses and Dissertations 1973-1978.

Pub Date-79
Note-326p.
Available from-Plenum Publishing Corporation, 227 West 17th St., New York, NY 10011 ($75.00 cloth)
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-*Bibliographies, *Doctoral Theses, Higher Education, *Masters Theses, *Speech Communication, *Theater Arts

The titles of more than 3,000 theses and dissertations appearing between 1973 and 1978 were collected for this bibliography on speech communication and the theatre arts. They are presented within major classifications for the two main subject areas. Speech communication entries are classified as education, forensics, interpersonal communication, language, mass communication, oral interpretation, public address, readers theatre, and theoretical studies. The theatre titles are classified as acting, dance, directing and producing, history and criticism, miscellaneous, music, plays, playwrights/producers/directors, productions and production books, theatre education, theatre technology, and theatres. Titles reflecting more than one category are cross referenced. Subject and school indexes are included. (RL)

ED 179 096 FL 010 698

Tamarkin, Toby Wilkins, Ernest J.
Career Spanish.
Pub Date-79
Note-83p.; Some pages may not reproduce clearly due to colored background
Available from-Tamarkin-Wilkins Associates, 10 Brighton Road, West Hartford, CT 06117 ($54.00 plus $2.50 postage and handling)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, Audiovisual Aids, *Career Awareness, Career Education, Careers, Communicative Competence (Languages), Cultural Awareness, Higher Education, Junior High Schools, *Language Instruction, Occupational Information, *Role Playing, Secondary Education, Second Language Learning, Senior High Schools, *Spanish, *Supplementary Textbooks, *Teaching Guides, Teaching Methods

Supplemental materials are presented that can be used with any standard Spanish textbook in order to help students develop communicative competency by listening, understanding, and speaking in situations that involve the use of language outside the classroom. Career situations have been selected which require the use of Spanish in metropolitan areas within the United States. These materials are easily utilized by the entire class. They may serve as individualized, multi-media learning packets for junior-high or senior-high students, for two-year or four-year classes, and for adult language programs. The materials can be implemented as early as the second semester of the first year program. The basic objective of the students is to simulate the career roles that are presented in each lesson on film strip and audio cassette. The teacher then conducts a series of oral exercises in which an overhead transparency is used to help the students infer meaning, develop correct pronunciation patterns, and advance toward free expression in question-answer format. A detailed learning procedure is presented, but each student has the opportunity of using his own learning style. Some short work situations between Anglo-Americans and Mexican-Americans or Puerto Ricans are included. (SW)

ED 179 117 FL 010 916

President's Commission on Foreign Language and International Studies: Background Papers and Studies.

President's Commission on Foreign Language and International Studies, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Nov 79

Note-270p.; For related document, see FL 010 842; Chapter entitled Foreign Languages and the U.S. Multinational Corporation'' by Marianne Inman is not included because it is available as FL 010 622

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-02070-0, $7.00)

Pub Type- Reports - Evaluative (142) - Information Analyses (070)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Adult Education, Business Communication, College Language Programs, Educational Attitudes, Educational Methods, Elementary Secondary Education, Ethnic Studies, *Federal Government, High Schools, *International Studies, Language Attitudes, *Language Instruction, *Language Programs, Language Tests, Minority Groups, *Needs Assessment, Postdoctoral Education, Postsecondary Education, Research Libraries, Research Needs, *Second Language Learning, Surveys, World Affairs

Identifiers-Fulbright Exchange Program

The following reports by various authors concerning foreign languages and international studies are included: (1) a personal statement on international education by Betty Bullard; (2) Foreign Languages in the American School''; (3) High Schools for Foreign Language and International Studies: An Interagency Paper''; (4) Ethnic Studies and International Studies: Interrelationships''; (5) Indian Language Program and Washington Foreign Language Program''; (6) Foreign Language Teaching in the Schools 1979 Focus on Methodology''; (7) Methodological Trends in College Foreign Language Instruction: A Report''; (8) Foreign Language Testing Background''; (9) Foreign Languages in the USA: A National Survey of American Attitudes and Experience''; (10) The Minority Student in the Foreign Language Field''; (11) Undergraduate International Studies: The State of the Art and Prescriptions for the Future''; (12) Graduate Foreign Language and International Studies''; (13) Statement on Advanced Training and Research in International Studies''; (14) NDEA Centers: How They Use Their Federal Money''; (15) International Studies and Research Library Needs''; (16) The U.S. Government Employement of Foreign Area and International Studies Specialists''; (17) The U.S. Government Requirements for Foreign Languages''; (18) Background on the Fulbright Grantee Survey Conducted by the Fulbright Alumni Association''; (19) The Fulbright Alumni Association's 1979 Survey''; (20) Citizen Education in World Affairs''; (21) International Business, Foreign Languages and International Studies/Analysis of Relationships and Recommendations''; and (22) the Secretary of State's message to the President's Commission. (JB)

HE

ED 179 234 IR 008 002

Chartrand, Robert Lee Bortnick, Jane

Highlights of the White House Conference on Library and Information Services: Preconference on International Information Exchange.

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date-31 Jul 79

Note-40p.; For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Developing Nations, Foreign Policy, Futures (of Society), Global Approach, *Information Dissemination, *Information Needs, Information Science, *International Relations, Library Services, National Programs, *Policy Formation, Privacy, Resource Allocations, Technological Advancement

Identifiers-*White House Conference Library Info Services

This report on a preconference symposium held July 31, 1979 presents recommendations developed to interpret the conference theme of library and information services for increasing international understanding. Five discussion groups were organized to consider (1) the current status of international information flow, (2) overcoming barriers to international information flow, (3) impact of current technology on international information exchange, (4) economic aspects of international information exchange, and (5) uses and users of information internationally. The reports from each group include issues, recommendations, and commentary. An overview of findings emphasizes improvement of information flow to less developed countries, coordination of U.S. information policies with world-wide developments, creation of a mechanism for coordinating U.S. information policies, improvement of domestic acquisition of foreign materials, assessment of the impact of technology on the availability of information, and improvement of standards for facilitating information flow. The transcript of a speech in which Thomas R. Pickering discusses international information policy conflicts is appended. (SW)

ED 178 708 CE 022 484

Updegraff, David R., Ed. And Others

Career Development for the Hearing Impaired: Proceedings of Two National Working Conferences (Washington, D.C., Feb. 24-25, 1978; Rochester, N.Y., Sept. 21-23, 1978).

Model Secondary School for the Deaf, Washington, D.C.; National Technical Inst. for the Deaf, Rochester, N. Y.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-78

Note-176p.; Photographs in this document will not reproduce well

Available from-Outreach Office, Precollege Programs, Gallaudet College, Kendall Green, Washington, D.C. 20002 (Order No. PM 0020, $1.50)

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Access to Education, Articulation (Program), *Aurally Handicapped, *Career Development, *Career Education, *Career Planning, Conference Reports, Daily Living Skills, Education Work Relationship, Equal Education, Inservice Education, Instructional Staff, Problem Solving, Professional Training, Secondary Education, Social Problems

Proceedings of two national working conferences held to discuss career education for the hearing impaired are in this volume. Administrative, counselor, and teacher representatives from schools having experience in career education attended. The report covers issues they addressed following the keynote speeches, appearing in Section 1, given by specialists on obstacles to be overcome, the relevance of career education for the hearing impaired, directive counseling from a vocational rehabilitation perspective, and how career education can meet the needs of business and industry. Section 2 What Have We Learned? begins with the list of areas for discussion followed by separate summaries of what the three groups of participants had to say. Section 3 concerns identification of the most important and urgent issues on which consensus was sought, with votes tabulated; inservice staff training was voted most important and urgent. Where Do We Go From Here?'' Section 4 notes the beginning of the National Project on Career Education which hopes to put ideas into action and organize technical assistance to schools participating in regionally based, inservice training programs. Appendixes contain the five papers presented and lists of participants and of pre-conference recommended readings. (CP)

ED 178 763 CE 023 269

Thomas, Gail E.

Black Youth and the Labor Market: The Unemployment Dilemma.

CISA, Inc., Baltimore, Md.

Spons Agency-Office of the Assistant Secretary for Policy, Evaluation and Research (DOL), Washington, D.C.

Pub Date-Mar 79

Note-58p.

Available from-National Technical Information Service, Springfield, Virginia 22161

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Affirmative Action, *Black Youth, Disadvantaged Youth, Economic Research, Employment Services, Government Role, Labor Force, Labor Market, Literature Reviews, Occupational Guidance, Policy Formation, Public Policy, Sociology, *Theories, *Unemployment, *Youth Employment

This paper examines the current problem of black youth unemployment from a theoretical perspective. Traditional sociological and economic theories applicable to the problems of unemployment and occupational and status achievement are initially reviewed along with empirical studies that have examined some of the major propositions of these theories. Next, the concept of "sponsorship mobility" formulated by Ralph Turner (1970) is utilized and elaborated as a policy approach to dealing with the problem of black and disadvantaged minority youth unemployment. The major hypothesis advanced and that forms the basis of the policy approach suggested is that an improvement in employment opportunity for black and other disadvantaged youth can be facilitated through the establishment of functional support systems and sponsorship groups that effectively mediate the relationship between disadvantaged youth and the employment structure. Various strategies for formulating support systems and sponsorship groups are offered. Concluding remarks indicate a need for reordering national priorities and public relations and education regarding affirmative action for black and disadvantaged youth. Appended tables include unemployment figures, a model for youth employment and policy interaction at the state and local levels, and organizational activities of federal level youth employment service. References follow. (FP)

ED 178 942 CS 205 289

Medlicott, Alexander, Jr.

Cassette Commentary: An Approach to the Teaching of Expository Writing.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, MN, April 5-7, 1979)

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), *Evaluation Methods, *Expository Writing, Higher Education, *Individual Instruction, *Student Evaluation, Student Teacher Relationship, *Tape Recordings, Teaching Techniques

One convenient and time saving method of evaluating student compositions employs a tape recorder and cassettes. In addition to once or twice weekly classroom sessions spent on traditional composition techniques, the instructor regularly schedules individual tutoring sessions with each student. One to two days before the individual session, the student turns in an essay on an assigned topic. The teacher reads the essay carefully, tapes extensive comments on a cassette, and returns the paper and the cassette to the student. By conference time the student has seen the corrected essay and has heard detailed comments on the paper's general quality. Benefits of taped comments include relieving the instructor of long, written evaluations and providing verbal reinforcement for student writing. Previous experience with cassette correcting was reported in Enno Klammer's Cassettes in the Classroom,'' and the difficulties he encountered have been largely overcome through modern technology. The technique of cassette correcting works equally well with elementary and advanced composition classes. (AEA)

ED 179 015 EA 012 259

Hess, Fritz And Others

Alternative Schools: An Overview.

Pub Date-Nov 79
Note-27p.
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Alternative Schools, *Behavior Problems, Curriculum Development, *Discipline, *Discipline Problems, Dropout Prevention, *Educational Alternatives, Educational Objectives, Elementary Secondary Education, Exceptional Child Education, Financial Support, *Program Development, Program Evaluation, School Attitudes, School Planning, Self Concept, *Student Attitudes

This paper discusses alternative schools that serve students with special needs. The evolution of alternative education is outlined and several kinds of alternatives are discussed: schools for the gifted, the vocationally-oriented, and the disruptive, and multiethnic and basic skills programs. Alternative schools for problem students appear to be the most feasible of these programs for most districts. Research is reviewed that indicates that although academic achievement improvements are modest for problem students in alternative programs, attitude changes are significant. Students seem to develop positive attitudes toward themselves and their schools. The research review concludes that additional experimentation with alternative education is needed. The paper concludes with several recommendations to facilitate the successful implementation of alternative programs: (1) the schools should be funded at the same level as other district programs; (2) schools should be implemented within existing school structures; (3) program and curriculum goals should be clearly defined and utilized; (4) implementation should involve clearly defined and documented procedures; (5) mechanisms for evaluation must be included; and (6) a commitment to the success of alternative programs and a willingness to persevere are required. (Author/JM)

ED 170 033 EC 121 326

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children: 1978 Series.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-15p.; For related materials, see EC 121 325-328

Available from-ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (Any 5 Fact Sheets $1.00).

Pub Type- Reference Materials - Bibliographies (131) - Reference Materials (130)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Civil Rights, *Definitions, Drug Therapy, Educational Legislation, Emotional Adjustment, Equal Education, *Handicapped Children, Mainstreaming, Minimum Competency Testing

A series of six fact sheets giving basic information on specific subjects of interest to those working with handicapped and gifted children. The fact sheets, developed by the ERIC (Educational Resources Information Center) Clearinghouse on Handicapped and Gifted Children during fiscal year 1978, are designed in a question/answer format and have resource references. Following are the topics of the fact sheets (with sample subtopics in parentheses): children on medication (administration of medicine in school, alternatives to drug therapy treatment for hyperactivity and learning disabilities); definition of a handicapped child (including deaf, deaf-blind, hard of hearing, mentally retarded, multiply handicapped, orthopedically impaired, other health impaired, seriously emotionally disturbed, specific learning disability, speech impaired, visually handicapped); least restrictive environment (federal laws, placement considerations); being at ease with handicapped children (focus of concern, how to handle tantrums); competency testing for handicapped children (definition, policy formulation); and rights of the handicapped (laws, protection of rights). (PHR)

ED 179 172 HE 012 004

Hengesbach, Ted

Guidelines for IUSB Faculty Regarding Evaluation of Prior Learning Portfolios. Draft.

Indiana Univ., South Bend.
Pub Date-Jul 79
Note-8p.; For related document see HE 012 005
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Credits, *College Faculty, Equivalency Tests, Evaluation Criteria, *Evaluation Methods, Evaluators, Experiential Learning, *External Degree Programs, General Education, Higher Education, Nontraditional Students, Portfolios (Background Materials), *Prior Learning, Special Degree Programs
Identifiers-*Indiana University South Bend, *Nontraditional Education

Evaluation of prior learning for college credit towards a general studies degree is discussed in this handbook for faculty evaluators. It is suggested that the major responsibility of the evaluator is to determine if prior learning is college level and how many credits should be awarded. Credit toward the general studies degree is awarded only for baccalaureate-level learning and not for strictly vocational learning. The awarding of general credit under this program often designates that the learning is college level but does not fit traditional courses. Methods used by Adelphi College to determine the number of credits to be awarded are presented as guidelines for evaluators. General credit can be awarded for either lower or upper division. A description of vocations, lower division baccalaureate/associate degree, upper division baccalaureate, and graduate level work is included. The evaluator is free to use any means appropriate to determine if the prior knowledge is the proper quality and at a certain level of achievement. The process requires that faculty include a brief description of the evaluation procedures and criteria used. A series of sample guidelines for computing transfer credits, and copies of an evaluation form and a faculty utilization request are also included. (SF)

ED 179 254 JC 790 582

Moten, Cherlyne H.

A Survey of Students' Attitudes Toward [illegible] Individualized Instructional Component in Expository Writing.

Pub Date- 77

Note-50p.; Ed.D. Practicum, Nova University

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, Composition (Literary), Conventional Instruction, *English Instruction, *Expository Writing, Independent Study, *Individualized Instruction, *Junior Colleges, Nontraditional Students, *Student Attitudes, Writing Exercises

Current literature indicates a growing interest in the development of individualized, self-paced, learning systems within community college courses in order to accommodate the differing learning abilities of non-traditional students. To assess student preferences for such instruction as opposed to traditional, lecture/discussion teaching, an individualized instructional component concerned with the writing of an expository, classification theme was introduced mid-term to the 84 students enrolled in English 101 during the 1977 Spring semester at Harrisburg Area Community College. Students worked through the component at their own pace, completing self-quizzes and a post-test when they felt they had completed the necessary objectives. A questionnaire with eight forced-choice items was used to survey students' attitudes. Only 19% completed the component before the deadline date, and although the survey showed that 60% preferred to do work on their own, fewer than half indicated a willingness to be responsible for their own learning process and for meeting course objectives. The survey also indicated, among other findings, that sex and age were insignificant in determining student preferences. The report textually and graphically outlines the responses to each item and is appended by a description of the component and a copy of the questionnaire. (Author/JP)

ED 178 744 CE 023 098

Hoyt, Kenneth And Others
LEA/CETA: Collaboration for Career Education. (A Series of Fifteen Mini-Conferences.)
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 79
Contract-300-78-0057
Note-378p.; Best copy available
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrative Personnel, Agency Role, Career Education, Conference Reports, Employment Problems, Federal Legislation, Federal Programs, *Government School Relationship, Group Discussion, High School Students, *Interagency Cooperation, *Job Training, Out of School Youth, *Problem Solving, *School Community Cooperation, School Districts, State Agencies, *Youth Employment, Youth Problems, Youth Programs
Identifiers-Comprehensive Employment and Training Act, Local Education Agencies

The series of fifteen mini-conferences reported here involved local education agency (LEA) and Comprehensive Employment and Training Act (CETA) representatives from a sample of communities in examination of LEA/CETA collaboration. This report gives the results what transpired as noted by the conferences' conductor, Kenneth Hoyt, in the form of reconstructed questions and answers, main points of discussion, and capsule accounts of how the LEA/Prime Sponsor Agreement (as mandated by the Youth Employment Training Program YETP of CETA) was working in the respective community. A list of issues raised by the participants is included in the report, while each conference report gives the few major concerns from the participants' own lists that were actually discussed and what was done about them concerns such as how to avoid duplication of services, or how to arrange for academic credit for YETP participants, or how to help educators learn what they need to know about CETA. Hoyt notes that (1) there are common threads of concerns; (2) there are no basic problems raised to which multiple solutions had not already been found by some set of communities; and (3) it is amazing how rapidly and well communities made the LEA/Prime Sponsor Agreements work. (CP)

ED 178 783 CE 023 512

Developments in Technical and Vocational Education. A Comparative Study. Trends and Issues in Technical and Vocational Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Note-140p.

Available from-Unesco, 7 Place de Fontenoy, 75700 Paris, France ($8.25)

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Comparative Analysis, *Developing Nations, Educational Development, Educational Improvement, Planning, Program Development, *Technical Education, Trend Analysis, *Vocational Education

Identifiers-Afghanistan, Bangladesh, Bolivia, Burma, Chile, Costa Rica, Ethiopia, India, Ivory Coast, Jordan, Kenya, Korea, Liberia, Malaysia, Nepal, Nigeria, Panama, Paraguay, Sierra Leone, Thailand, Uganda, UNESCO, Upper Volta, Uruguay

This book is a report on, and a comparative analysis of, the experiences in vocational and technical education of twenty-three developing countries. Following the introductory section, the second chapter presents brief summaries (schematic presentations) of the educational systems in each of the countries. Focusing on policy, planning, and administration, the third chapter summarizes in graphic form the overall administrative structures of technical and vocational education in fourteen of the countries. The fourth chapter briefly describes three phases of technical and vocational education identified by Unesco: (1) technical and vocational aspects of general education, (2) technical and vocational education as preparation for an occupational field, and (3) technical and vocational education as continuing education. In addition, this chapter provides brief descriptions of what each country is doing in these three phases. Chapter 5 discusses the implementation of technical and vocational education and describes the forms of technical teacher training already existing or being developed. The sixth chapter reviews problems and trends inherent in the development of technical vocational education. Unesco's revised recommendations concerning technical and vocational education are appended. (LRA)

ED 178 805 CG 013 916

Balch, Philip Paulsen, Karen

Strategies for the Modification and Prevention of Racial Prejudice in Children: A Review.

Pub Date- 78

Note-16p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Change, *Bias, *Changing Attitudes, Children, Curriculum Evaluation, Ethnic Studies, *Multicultural Education, *Preschool Children, Preschool Education, Program Evaluation, *Racial Discrimination, Racial Factors, *Social Attitudes

This paper focuses on the literature related to the formation of stereotypical racial attitudes in children and then organizes and reviews strategies for modification and prevention of such stereotypes. Racial attitudes of preschool and early school age Anglo, Black, and Chicano children towards themselves and each other are included. A brief overview of the evidence suggests that racial awareness is formed by ages three-four, and that by the age of five children hold prejudicial attitudes towards members of other races. The paper addresses and evaluates efforts to modify such attitudes in children, divided into what is labeled curriculum approaches and reinforcement procedure approaches. Six curriculum programs are reviewed which variously use multi-ethnic readers, stories portraying minorities in favorable positions and statuses, black consciousness curriculum, films, art activities, and other experimental curriculum activities involving skin color. Seven reinforcement based modification studies, which attempted to change children's responses to white and black stimuli are evaluated. As a whole these strategies have not been effective, although they have shown that children's racial responses are malleable in the short run. Studies with the longest involvement of time, integrated curriculum classroom approaches, and highly dedicated models are the most likely to reach success. This literature suggests that an approach geared to giving children early positive identification of various racial groupings and configurations is a potentially useful preventive strategy with preschool children. (Author/BMW)

ED 178 873 CS 005 109

Osborn, Julie B.

Children's Prereading Skills and Strategies: Development of an Assessment Inventory.

Pub Date-Sep 79
Note-33p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Reading, Diagnostic Tests, Early Childhood Education, Educational Strategies, Evaluation Methods, *Individual Tests, Kindergarten Children, Predictive Measurement, *Reading Achievement, *Reading Readiness Tests, *Reading Research, Reading Skills, *Test Construction, Test Validity

The Pre-Reading Assessment Inventory (PRAI) was designed to fill a need for a wide-range, individually administered diagnostic test of a child's prereading skills (especially auditory blending and segmenting), knowledge, encoding and decoding strategies, and understandings about the reading task. The test development was based upon the research literature on prereading and early reading, the evaluation of other prereading tests, and two sets of year-long observations of beginning readers by the staff of the Early Decoding and Encoding Strategies Project. After pilot testing and revision, 283 kindergarten children from a variety of socioeconomic and ethnic backgrounds were given the test. Achievement was evaluated one year later when 161 children were given the Gates-MacGinitie Reading test, the Diagnostic Test of Spelling, and the Gray Oral Reading Paragraphs. The PRAI subtest reliabilities were high considering the age of the children and the short length of the subtest. Regression equations yielded multiple correlations between r .55 and r .71, though there was a wide range in the correlations between individual subtests and the achievement measures. (Author/FL)

ED 178 897 CS 005 133

Murphy, Robert F.

Psycholinguistic Theory of Learning to Read Compared to the Traditional Theory Model.

Pub Date-Sep 79
Note-10p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (4th, Dublin, Ireland, September 13-15, 1979)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Reading, Comparative Analysis, *Educational Theories, Elementary Education, Language Development, *Language Processing, *Models, *Psycholinguistics, *Reading Instruction, *Reading Processes, Transformation Generative Grammar

A comparison of two models of the reading process the psycholinguistic model, in which learning to read is seen as a top-down, holistic procedure, and the traditional theory model, in which learning to read is seen as a bottom-up, atomistic procedure is provided in this paper. The first part of the paper provides brief overviews of the following topics: what linguists and psychologists have been investigating on how children learn language, and how their findings have contributed to the psycholinguistic movement; the version of psycholinguistics that developed in the late 1950s from a union of cognitive psychology and transformational generative linguistics; the early work of Noam Chomsky, a pioneer in transformational generative grammar; and the work of psycholinguists Frank Smith and Kenneth Goodman, who believe that the key factors of reading lie in children and their interaction with information. The second part of the paper consists of a chart that outlines differences between the traditional and the psycholinguistic model in ten different areas related to reading, including reading proficiency, the readers' interaction with the text, the way learning takes place, and the goal of instruction. The paper concludes by urging teachers to examine all models in light of what makes the most sense for teaching reading to children in a rapidly changing society. (GT)

ED 178 920 CS 205 268

Rockman, Ilene F., Comp.

Sex Role Stereotyping in Children's Literature: A Selective Bibliography. Bibliography Series 2.

California Polytechnic State Univ., San Luis Obispo.

Pub Date-79

Note-19p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Childrens Books, *Childrens Literature, Elementary Secondary Education, Modeling (Psychological), *Reading Materials, *Role Models, *Sex Role, *Sex Stereotypes

This bibliography was prepared to make adults aware of the conscious and unconscious messages contained in children's books. The listings are based on the collection at the California Polytechnic State University library. Part One is an annotated bibliography of juvenile books that display positive role models for children in preschool to grade three, grades four to six, and grades six and above. Part Two is an integrated listing of adult-level books, journal articles, and ERIC documents about the role and influence of books in the lives of children. The works are listed alphabetically by author. Part One covers the years 1934-1976, while Part Two covers 1970-1978. A cumulative subject index is included. (RL)

ED 178 968 CS 502 684

Einhorn, Lois J.

The Rhetorical Dimensions of Employment Interviews: An Investigation of Communicative Behaviors Contributing to Applicant Success.

Pub Date-Nov 79

Note-22p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Case Studies, *Communication Skills, Discourse Analysis, *Employment Interviews, Higher Education, Identification (Psychological), Job Applicants, *Persuasive Discourse, *Self Actualization, *Speech Communication, *Success Factors

Identifiers-*Communication Research

Seven successful and seven unsuccessful employment interviews were videotaped and analyzed to discover how communicative behaviors grounded in rhetorical theory contributed to applicant success. The employers completed pre and postinterview questionnaires that helped to assess the effects of the interviews and to control the effects of the applicants' varying backgrounds. The extent to which the applicants exploited their potentials coincided substantially with their actual success in the interviews. In almost every case, the applicants' rhetorical choices during the interviews were the critical factors contributing to success or failure. The behaviors that consistently associated with rhetorical success centered around six basic principles: to convey positive images, to identify with the listeners, to offer well-supported arguments, to organize thoughts coherently, to phrase ideas in clear and appropriate language, and to deliver messages effectively. Examples of specific communication behaviors during the 14 interviews showed how the successful applicants exhibited the six rhetorical principles much more in their interviews than did the unsuccessful applicants. (RL)

ED 179 053 EC 122 050

Bane, David C., Jr., Ed. And Others

Wait No Longer. Report of the First National Conference on Special Recreation for the Handicapped and the Dedication Ceremonies of White Oak Village of Mountwood Park.

Wood County Parks and Recreation Commission, W.Va.

Spons Agency-Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date-78

Note-68p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Day Care Programs, *Handicapped, Parks, Program Development, Recreation, *Recreational Facilities, *Recreational Programs

Identifiers-*White Oak Village (West Virginia)

The document offers proceedings of the First National Conference on Special Recreation for the handicapped which coincided with the dedication of White Oak Village/Mountwood Park (West Virginia), a recreational facility designed to serve as a national model for meeting the recreational needs of the handicapped. An introductory paper by E. Lehew and D. Bane reviews the history, mission, and program of Mountwood Park and White Oak Village. Other entries include the following titles and authors: Making the Dream of Recreation for Handicapped a Reality'' (J. Rockefeller); Equity in Recreation for the Handicapped'' (H. Russell); Quality of Life Recreation and Handicapped People'' (R. Humphreys); Milestones in Recreation for the Handicapped'' (H. Moore); Recreation and the Handicapped The Unfinished Challenge'' (H. Viscardi, Jr.); and White Oak Village The Turning Point in Special Recreation for the Handicapped'' (J. Nesbitt). Texts of dedication speeches for White Oak Village are also given, as is a list of speakers, reactors, and planners. (SBH)

ED 179 077 FL 010 548

Clement, Richard

Motivational Characteristics of Francophones Learning English: Predictive and Descriptive Aspects.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-78

Note-160p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Academic Achievement, *Attitude Tests, Educational Research, *English (Second Language), Language Attitudes, Learning Motivation, *Models. *Predictor Variables, Secondary Education, *Second Language Learning, Self Esteem, *Student Motivation

Identifiers-*French Canadians

Four studies were conducted to determine the effect of motivational characteristics on the English achievement of French-speaking Canadians. An attitude/motivation battery covering 38 variables was administered to 304 secondary school students in Montreal. A factor analysis was performed which reveals four dimensions: integrative motive, self-confidence with English, academic achievement, and alientation. In a second study, results for several of the variables in the first study were analyzed in a comparison of predictive value of six models related to persistence, and six related to competence in English. In the third study, a battery similar to the one used in the first study, but with a revised set of variables, was administered to a similar population. Factor analysis revealed the dimensions of integrative motive, academic achievement, and self-confidence with English. The final study used results of the third study to evaluate the predictive power of models, using an analysis similar to that of the second study. (JB)

ED 179 213 IR 007 875

Oberman-Soroka, Cerise
Introduction to Bibliography and Research Methods Handbook.
College of Charleston, S.C. Robert Scott Small Library.
Pub Date-79
Note-53p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Bibliographic Citations, Biographies, Catalogs, *College Libraries, College Students, Encyclopedias, Federal Legislation, Indexes (Locaters), *Information Sources, *Library Research, *Reference Materials, *Research Methodology, Search Strategies

Used as a primary text for a required one-hour basic research methods course at the College of Charleston, this handbook is designed to familiarize the student with the basic precepts and tools used in research. Each of the seven chapters represents a different step in the research process: (1) locating background information encyclopedias; (2) locating books and monographs card catalog; (3) locating magazine, journal, and newspaper articles periodicals, periodical indexes, and abstracts; (4) evaluating books, films, and plays review sources; (5) locating biographical information; (6) tracing government legislation; and (7) citing sources descriptive bibliography. Call numbers are provided for all reference sources cited, and a flow chart for basic research methodology is included. An appendix presents general information on the College of Charleston libraries, describes the Charleston Consortium, and provides a glossary. (Author/JD)

ED 178 851 CG 013 972

Wiebe, Ken F. Fleck, J. Roland

Personality Correlates of Intrinsic, Extrinsic and Non-Religious Orientations.

Pub Date- 76
Note-22p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, College Freshmen, Comparative Analysis, *Emotional Response, *Ethics, Foreign Countries, *Individual Characteristics, *Moral Values, *Personality Studies, Profile Evaluation, *Religious Factors, Student Attitudes
Identifiers-*Canada

Personality profiles of university freshmen (N 158) were compared across religious orientation and religious affiliation. The hypotheses that profiles of extrinsically religious and non-religious subjects would correlate significantly with each other, and that both would differ significantly from intrinsically religious subjects were supported by the data. The personality profiles included superego strength, emotional sensitivity, and liberalism. Differences were also found across religious affiliation for certain personality variables. (Author)

ED 178 993 CS 502 716

Smith, Robert M.

The University and Part-Time Faculty: An Interdependent Relationship.

Pub Date-Nov 79
Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Role, *College Faculty, *Faculty College Relationship, Higher Education, *Part Time Teachers, *Personal Growth, Teacher Employment, University Administration

Arguing for recognition of the interdependent relationship between the university and the part-time faculty member, this paper offers suggestions as to how both can benefit from strategies that make the most of that interdependence. Specifically, it recommends that university administrators take a leadership role in establishing a system of recriprocal agreements ''professional growth contracts'' with part-time staff members. It then proposes a contract form that deals with the selection of part-time faculty, the orientation process for that faculty, steps in its professional development, and its evaluation. (FL)

ED 178 726 CE 022 931

Laughlin, Jerry W., Ed. And Others
Public Fire Education. First Edition. IFSTA 606.
International Fire Service Training Association, Stillwater, Okla.
Spons Agency-Oklahoma State Univ., Stillwater.
Pub Date-79
Note-185p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alarm Systems, Community Education, *Fire Protection, Injuries, *Prevention, *Program Development, *Program Planning, Resource Guides, *Safety Education, Teaching Guides, Visual Aids

This manual was developed to give the firefighter basic knowledge concerning the problem of reaching the public with an educational program. Focusing on fire education planning, the first of seven chapters presents a five-step planning process that involves identification, selection, design, implementation, and evaluation. Chapter 2 presents a discussion of activities that are appropriate for presentation to various age groups from three-year old children through older citizens. Suggestions for seasonal and specific group programs are given in the third chapter. Chapter 4 discusses smoke detectors and provides a suggested lesson plan for a fire education program on smoke detectors. Tips on working with the media and samples of media messages are given in the fifth chapter. Chapter 6 focuses on how to prepare and use visuals in fire safety presentations. The final chapter explains the idea of a fire education resource exchange system which is comprised of four major components: (1) information collection, (2) cataloguing and storage, (3) retrieval and dissemination, and (4) feedback and maintenance. Appended material includes a set of blueprints for planning and a discussion of burn injuries. (LRA)

ED 178 828 CG 013 941

Occupational Alcoholism Programs Under Federal Contracts, 1978; Joint Hearing Before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Human Resources and the Subcommittee on Federal Spending Practices and Open Government of the Committee on Governmental Affairs, United States Senate, Ninety-Fifth Congress, Second Session on S. 2525.

Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.; Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-78

Note-68p.; Parts marginally legible

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Alcohol Education, *Alcoholism, *Clinics, *Employees, *Federal Legislation, Federal Programs, *Government Role, Industry, *Program Planning, Therapeutic Environment

These hearings, representing the testimony before the Subcommittee on Alcoholism and Drug Abuse in August, 1978, sought to require government contractors to establish and operate alcohol abuse and alcoholism programs and services, or to arrange for referral to such services. Statements are included from witnesses representing such agencies as the National Institute on Alcohol Abuse and Alcoholism; Health Education Foundation and Association of Labor-Management Administrators and Consultants on Alcoholism, Inc. (Author/BMW)

ED 179 097 FL 010 699

Kitao, Kenji

A Survey of the Teaching of American Culture with K.U. Japanese Students.

Doshiva Univ., Kyoto (Japan).
Pub Date-Aug 78
Note-24p.; Prepared through the Department of English
Journal Cit-Doshisha Studies in English; n19 p153-174 Aug 1978
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Culture, College Students, *Cross Cultural Training, *Cultural Awareness, *Cultural Differences, *Cultural Education, Cultural Images, Culture Conflict, *English (Second Language), Learning Difficulties, Questionnaires, Second Language Learning, Surveys
Identifiers-*Japanese People

A questionnaire was completed by Japanese students at the University of Kansas, to determine their perception of cross-cultural understanding between Japanese and Americans at the University. The students judged American knowledge of Japanese culture to be meager, but were in general confident in their own grasp of American culture. This knowledge of the American way of life was not attributed to secondary school programs in Japan, which were perceived to be weak in the area of cross-cultural training. Limited English-speaking ability was identified as the most important but not the only factor in the communication barrier between Japanese and Americans. Although the students tended to minimize their adjustment problems, they may have been overestimating the degree to which they had successfully adjusted. The overall results of the survey indicate an awareness of cultural differences and a confidence that these are being coped with, notwithstanding an apparent lack of sufficient academic preparation to justify this confidence. (JB)

ED 179 137 HE 011 944

State Postsecondary Education Profiles Handbook. 1979 Edition. Report No. 88.

Education Commission of the States, Denver, Colo.; National Center for Higher Education Management Systems, Boulder, Colo.; State Higher Education Executive Officers Association.

Pub Date-Aug 79
Note-296p.; Not available in paper copy due to marginal legibility of original document
Available from-Department of Postsecondary Education, Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($10.00)
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgets, Committees, Comparative Statistics, Demography, Educational Supply, *Enrollment Trends, *Expenditures, Faculty Evaluation, Fees, Income, Master Plans, *Postsecondary Education, Private Colleges, *State Action, State Agencies, State Boards of Education, State Licensing Boards, *Tax Support, Trend Analysis, Tuition

Information about postsecondary education in the 50 states and the District of Columbia is presented. The data are organized alphabetically by state into the following four parts: (1) narrative description of the state-level coordinating or governing agency, institutional governing boards, current master plan activities, the 1202 commission, state student assistance agency or agencies, the state board of vocational education, the state-level organization for private colleges, the state licensure or approval agencies, voluntary or statutory committees for articulation between elementary/secondary and postsecondary education, nongovernmental organizations (both public and private) and statutory adivsory committees or task forces; (2) descriptive statistics including the 1976-1977 data on population trends, state and local financial base, state and local government spending, state and local spending on higher education, institutional revenues and expenditures, student demand and enrollment trends and 1977-1978 information about faculty characteristics, and student tuition and fees; (3) a listing of the annual and biennial reports and recently published special reports and studies; and (4) a listing of special reports currently underway or being planned. Appended are data sources and references for Part Two and additional statistics. (Author/PHR)

ED 179 155 HE 011 981

Hereford, Susan M. Stice, James E.

The Development and Evaluation of a Graduate Course in College Teaching: A Project Report. Research Bulletin.

Texas Univ., Austin. Measurement and Evaluation Center.

Spons Agency-Moody Foundation, Galveston, Tex.

Report No.-RB-74-2

Pub Date-Jan 74

Note-81p.; For related document, see HE 011 980

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Course Descriptions, *Course Evaluation, Course Objectives, Curriculum Development, *Engineering Education, Graduate Study, Higher Education, Instructional Media, Measurement Instruments, Microteaching, Orientation, *Preservice Education, Schedule Modules, Science Teachers, Student Characteristics, *Teacher Education, *Teaching Methods, Teaching Programs, Teaching Skills

Identifiers-*University of Texas Austin

A project was undertaken at the University of Texas at Austin to underwrite expenses incurred with the planning and implementation of a curriculum for developing teaching skills among students interested in teaching science and engineering. In this project report information is provided on the following: course goals and activities, course schedule, characteristics of program participants, and an evaluation of the impact of the project. The following materials are appended: orientation handout, summer 1973; handouts on educational objectives; microteaching instructions; references on the personalized system of instruction; report on audiotutorial systems conference; prepublication information about Sheffiels's book; information of student attitudes and characteristics; data on types of higher educational institutions; references on faculty unions and tenure; and student evaluation form. (SW)

ED 179 191 IR 007 851

Better Information Management Policies Needed: A Study of Scientific and Technical Bibliographic Services.

Comptroller General of the U.S., Washington, D.C.

Pub Date-6 Aug 79

Note-74p.; Best copy available; Appendices VII and VIII may not reproduce well because of small and broken type

Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, NW, Washington, DC 20548 (single copies no charge); U.S. General Accounting Office, Distribution Section, P.O. Box 1020, Washington, DC 20013 (multiple copies, $1.00 each)

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bibliographic Citations, Costs, *Data Bases, *Federal Government, Information Needs, Information Retrieval, User Satisfaction (Information)

Identifiers-ERIC, *Information Management, Scientific and Technical Information

This report discusses the management of scientific and technical bibliographic data bases by the Federal Government, the existence of overlapping and duplicative bibliographic information services, the application of cost recovery principles to bibliographic information services, and the need to manage information as a resource. Questionnaires were sent to 38 information centers in the Departments of Defense; Commerce; Energy; Health, Education and Welfare; and NASA. Data analyzed in this report are based on responses received from 415 of the 650 users of these information centers who were sent the questionnaire querying their information requirements, the level of satisfaction with center services, and value to them of the information acquired. It is recommended that the Director of the Office of Management and Budget establish policies on cost recovery and require agencies to implement those policies; require agency heads to certify that funds requested to develop or operate bibliographic data bases will not be used to duplicate services available elsewhere; direct each agency to designate a senior official responsible for information management; and establish an interagency coordinating committee for information management. (Author/RAO)

ED 178 691 CE 020 103

Patel, V Shukla, N. N.
Lifelong Education and Community Learning: Three Case Studies in India. UIE Monographs, 7.
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Report No.-ISBN: 92-820-1017-1
Pub Date-78
Note-53p.; For a related document see CE 020 104
Available from-Unesco Institute for Education, Feldbrunnenstrasse 58, D 2000 Hamburg 13, Federal Republic of Germany (DM 2.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, Adult Education, Agriculture, Case Studies, Community Development, *Community Involvement, *Continuous Learning, Developing Nations, Educational Principles, Education Work Relationship, Humanistic Education, *Nonformal Education, Quality of Life, Rural Environment, Rural Population, *Social Change
Identifiers-*India, *Lifelong Learning

Three case studies of educational practices in India illustrate that lifelong learning (1) is not confined to childhood; (2) encompasses a large number of sources outside formal education; and (3) can lead to improvement of everday life. These three educational activities, all at semi-rural institutions, and directed toward improving aborigines' daily life, also show that the principles of lifelong learning are not restricted to rich countries; that the demand for education is realistic; that formal, informal, and non-formal education may each fulfill different functions cooperatively. The first project involved sharing of new ideas with local farmers by Losbad Hill Agricultural Institute new methods of irrigation, soil testing, and provision of training (long- and short-term) to alleviate protein deficiences and improve the community. The second, a one-woman effort to set up a kindergarten, viewed education as a child's right. It soon blossomed into a ``Meadow School'' that sent teachers out to where the children were tending cattle, evening classes, some basic vocational education, and a teacher training program. The third (an ``Ashram'' or local center) used, inter alia, Gandhi's teachings to run a ``People's Court'' that mediated local disputes, drastically reduced the crime and alcohol abuse rate, and set up people's cooperatives. In all these projects, curriculum is adapted to conditions in the region, especially work situations; projects are planned and carried out by the people themselves (with technical help); real changes result in people's lives and their community. (CP)

ED 178 784 CE 023 270

Mushkin, Selma J. Jung, Ann M.

Indicators of Youth Unemployment and Education in Industrialized Nations.

Georgetown Univ., Washington, D.C. Public Services Lab.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-78
Contract-300-76-0253
Note-220p.; Not available in paper copy due to small print
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Developed Nations, *Education, Educational Trends, Education Work Relationship, Employment Patterns, *Employment Statistics, Equal Education, Social Factors, Tables (Data), *Trend Analysis, Unemployment, *Youth Employment

This is a compilation of data on youth employment, educational services, and incentives which impact on unemployment of youth and generate social costs beyond the costs of unemployment benefits and waste in education. Each of the report's seven sections presents statistical information that can be used to evaluate current practices in industrialized nations and suggests the potential success of new policies. Following an introductory section and a discussion of comparisons among intercountry data, the first section presents the dimension of youth unemployment in selected industrialized nations and puts it in the context of national population and labor force statistics. Section 2 identifies the characteristics of employment available to youths. The third section presents data on education for young people in various countries. Section 4 provides data on some of the educational changes made to reduce the costs of expanding educational offerings and to accommodate a better transition from school to work. Data are presented in the fifth section on some of the indexes of educational and job equality. The final two sections give information on disincentives to the hiring of youths and social costs related to education and youth unemployment. (LRA)

ED 178 852 CG 013 973

Blattstein, Deborah And Others

Consistency in Self, Peer, and Teacher Ratings of Student Coping Skills.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-8 Apr 79

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Best copy available

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Behavior Rating Scales, *Coping, Elementary Education, Elementary School Students, Ethnic Groups, Grade 6, Interpersonal Competence, Minority Group Children, *Peer Evaluation, *Racial Differences, *Self Evaluation, *Student Evaluation

Identifiers-*Behavior Rating Scale (BRS)

Self, peer, and teacher ratings of student coping skills were compared to determine whether there was consistency in judgment across raters or whether assessments were rater-specific. Ratees were 250 Anglo, Black, and Chicano sixth graders from tri-ethnic classes. All raters were rated on the Behavior Rating Scale (BRS) by self, peers, and teacher. Consistency across raters was found in ranking of the three ethnic groups as follows: Anglos, Chicanos, and Blacks. Within ethnicity, there was consensus between self- and teacher-raters for Anglos and Chicanos with peers giving somewhat lower ratings. For Blacks, peers and teachers more closely concurred, but both sets of ratings were substantially lower than Black self-ratings. (Author)

ED 178 921 CS 205 287

Erisman, Fred

Western Regionalism and Awareness of Place.

Pub Date-Nov 79
Note-14p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (69th, San Francisco, CA, November 22-24, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Literature, *Geographic Regions, Higher Education, *Literary Analysis, Literary Genres, Literary Perspective, *Literature Appreciation, *Regional Characteristics, United States History
Identifiers-*United States (West)

Western regional writing provides a valuable resource for scholars and teachers. In their accounts of the populating of the West and the effects of that population, Western writers suggest questions that might be asked of any region questions of skill, culture, race, environment, scenery, and progress. If the genre deals with these matters to a degree greater than that of other regional literatures, it nonetheless demonstrates to writers and readers of works about those other regions how place affects the substance of a literary work. The West, obviously, is a unique region, possessing a singular climate, scenery, historical past, and present. Its writers take care to assure that their readers are aware of the region's cultural, intellectual, and emotional continuity. Yet other regions possess a comparable uniqueness, and the study of their particular authors could provide readers with an awareness corresponding to that given by Western writers. In that awareness resides the final justification of regional studies; for it is in learning of the specific that people come to understand the general. (Author/RL)

Power-Ross, Sally Jo McDowell, Earl E.

A Survey of Attitudes toward Non-Academic Employment Areas and Perceived Employment Skills by SCA Placement Users at the SCA Convention, 1978.

Pub Date-Nov 79
Note-13p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attitudes, *Career Choice, *Employment Opportunities, *Employment Potential, *Employment Qualifications, Higher Education, *Occupational Choice, *Speech Communication
Identifiers-Communication Research

Users of the placement service at the 1978 Speech Communication Association (SCA) convention were asked to complete a questionnaire to determine overall interest in nonacademic employment, specific interest areas of nonacademic employment, and perceived employment skills. Of the 241 questionnaires handed out, 141 were returned and 100 were used in the analysis. The results reveal that 54% of the SCA members who used the placement service were interested in nonacademic employment. These participants were most interested in consulting, research techniques and analysis, management, and personnel work. The users rated themselves most skilled in public speaking, interpersonal communication training, and small group communication. (Author/RL)

ED 179 016 EA 012 260

Dembowski, Frederick L.

A Model for Determining School District Cash Flow Needs.

Pub Date-Oct 79

Note-16p.; Paper presented at the Annual Meeting of the Association of School Business Officials (65th, Denver, CO, October 15-18, 1979); Last page may not reproduce clearly due to light print

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cost Effectiveness, Elementary Secondary Education, Income, *Interest, Investment, *Linear Programing, *Mathematical Models, *Money Management, School Districts

This paper discusses a model to optimize cash management in school districts. A brief discussion of the cash flow pattern of school districts is followed by an analysis of the constraints faced by the school districts in their investment planning process. A linear programming model used to optimize net interest earnings on investments is developed and discussed. The paper concludes that the use of this cash management technique can result in millions of additional revenue dollars for school districts every year. (Author/LD)

Fact Sheets from the ERIC Clearinghouse on Handicapped and Gifted Children: 1979 Series.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-43p.; For related materials, see EC 121 325-328.
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (Any 5 Fact Sheets $1.00).
Pub Type- Reference Materials (130) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alaska Natives, American Indians, Bilingual Education, Career Education, Civil Rights, Confidentiality, *Definitions, Delinquents, *Educational Diagnosis, Educational Legislation, *Gifted, *Handicapped Children, Individualized Programs, Infancy, Intervention, Job Market, Mainstreaming, Minority Groups, Multicultural Education, Parent Responsibility, Privacy, Self Concept, Student Evaluation, Teacher Responsibility, Teacher Role

A series of 20 fact sheets is provided giving basic information on specific subjects of interest to those working with handicapped and gifted children. The fact sheets, developed by the ERIC (Educational Resources Information Center) Clearinghouse on Handicapped and Gifted Children during fiscal year 1979, are designed in question/answer format and have resource references. Following are the topics of the fact sheets: career education, how a parent group can effect legislation for the gifted and talented, the special education job market, federal resources for special education, assessment of minority students, cultural values and motivation, educational rights of American Indian and Alaska native handicapped children, special problems of handicapped minority students, multicultural education and the exceptional child, self identity and the culturally diverse child, affirmative action for the handicapped, reaching handicapped children in their early years, the argument for early intervention, the IEP (individualized educational plan) review, parents' rights and responsibilities, privacy and confidentiality, adjudicated handicapped youth, responsibilities of regular classroom teachers for handicapped students, higher education for handicapped students, and bilingual education for exceptional children. (PHR)

ED 179 078 FL 010 554

Stanley, Julia Penelope

Chomsky's 'Ideal' Native Speaker: Sexism in Synchronic Linguistics.

Pub Date-78

Note-17p.; Paper presented at the annual convention of the Modern Language Association (New York, NY, December 27-30, 1978)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Factors, Descriptive Linguistics, *English, Grammar, *Language Patterns, Language Research, *Language Universals, Language Usage, Linguistic Theory, Nominals, Semantics, *Sex Discrimination, Sex Role, *Sex Stereotypes, *Standard Spoken Usage, Synchronic Linguistics, Syntax

Identifiers-*Gender, Sexist Language

Drawing on recent research on sexism in English and the ways in which social forces affect language structure, this paper shows how prescriptive statements about English have been incorporated into linguistic grammars as descriptions of language. It is claimed that Chomsky's universal grammar'' is masculinist and that it is contradicted by native speaker usage of English. The five following assumptions of transformational theorists are falsified by evidence from English usage: (1) the pseudo-distinction between grammatical'' and natural'' gender; (2) the descriptive usefulness of binary features in syntactic/semantic analysis; (3) the concept of coreferentiality as a formal condition; (4) the process of pronominal replacement of an antecedent noun; and (5) the idea of linguistic universals, formal and substantive. The problems inherent in the generally accepted distinction between natural'' and grammatical'' gender are examined in order to indicate the problems in the four other areas. Historically, the name given to an object by male grammarians has been confused with the reality of the thing, and acceptance of sex-linked labels has necessitated the pseudo-distinction between natural'' and grammatical'' gender. Besides contributing to the present crisis in descriptive linguistics, masculinist bias has ignored descriptions of verb systems and the relationship between language structure and the culture in which a language is spoken. (AMH)

Hengesbach, Ted
College Credit for Prior Learning: A Student Handbook. Draft.
Indiana Univ., South Bend.
Pub Date-Jul 79
Note-27p.; For related document see HE 012 004
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Advanced Placement, *College Credits, *Education Work Relationship, Equivalency Tests, Evaluation Methods, Experiential Learning, *External Degree Programs, Higher Education, Institutional Characteristics, Learning Experience, Nontraditional Students, *Portfolios (Background Materials), *Prior Learning
Identifiers-*Indiana University South Bend, Nontraditional Education

A step-by-step guide for seeking college credit for prior learning is presented in this Indiana University (IU) student handbook. The External Degree Program in General Studies at Indiana University at South Bend awards college credit toward the Associate and/or Bachelors of General Studies degree for knowledge and understanding gained through various life experiences. The University requires that students submit for assessment a portfolio that organizes prior learning experiences into a manageable form. The portfolio includes: (1) title page; (2) table of contents; (3) introduction; (4) resume; (5) clustering of learning experiences and competency statements; (6) request for credit; and (7) appendix. Both general and course specific credits can be earned. General credits awarded are transferable to any other Indiana University External Degree Program in General Studies and the per credit fee is discussed. Other methods of earning credit for learning from life experiences that are possible at IU include the College Level Examination Program (CLEP) and Examinations given by the Independent Study Division of the School of Continuing Education. (SF)

ED 179 214 IR 007 876

Ruark, Ardis Melby, Carole

Kangaroo Kapers or How to Jump into Library Services for the Handicapped.

South Dakota State Div. of Elementary and Secondary Education, Pierre.

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C. Office of Libraries and Learning Resources.

Pub Date-78

Grant-G007702315

Note-194p.; For related document, see IR 007 894

Pub Type- Guides - General (050) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Aurally Handicapped, *Handicapped Students, *Information Sources, Library Material Selection, *Library Services, *Mainstreaming, *Normalization (Handicapped), Organizations (Groups), Physically Handicapped, State Agencies, Visually Handicapped, Voluntary Agencies

This guide to educational and library resources for handicapped individuals cites agencies, organizations, and bibliographies of children's and adult/professional books in separate sections for the aurally, visually, and mentally handicapped, and in a general section for other handicapping conditions. Guidelines for volunteers include suggested qualifications and responsibilities, as well as a sample registration form and task schedule. Detailed information on access for the handicapped is provided in a 20-page pamphlet, Elimination of Architectural Barriers,'' and two library media center accessibility checklists. Other features include a bibliography on sign language and interpreting, storytelling tips to use with the mentally handicapped, suggestions for the use of puppets and learning wheels, and guidelines for representing exceptional persons in educational materials. (SW)

ED 179 235 IR 008 003

Issues and Resolutions: A Summary of Pre-Conference Activities.

King Research, Inc., Rockville, Md.
Spons Agency-National Commission on Libraries and Information Science, Washington, D. C.
Pub Date-Sep 79
Note-102p.; For related documents, see IR 008 001-013 and IR 008 213
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Futures (of Society), Government Role, Guidelines, Information Dissemination, *Information Needs, Information Science, National Programs, *Needs Assessment, *Objectives, *Planning Commissions, *Policy Formation
Identifiers-*White House Conference Library Info Services

Designed to serve as a basic resource document for the White House Conference on Library and Information Services, this summary of pre-conference activities provides an analysis of the approximately 3,000 resolutions and recommendations generated by the 57 state, territorial, and topical conferences held in 1977-79 to secure input to the conference agenda from citizens; formal statements from more than 50 professional associations; and letters from concerned citizens. This analysis identified 16 goals to be discussed at the conference in the context of five conference themes library and information services for meeting personal needs, for enhancing lifelong learning, for improving organizations and the professions, for effectively governing our society, and for increasing international understanding and cooperation. A summary of the report with brief discussions of each of these goals is followed by a detailed outline of observed issues and resolutions for action at various levels to meet the goals. The 16 implementation concerns presented in a similar format range from funding and taxation, legislation, resource sharing and networking, and physical access, to public awareness, and preservation and storage of materials. A participant list includes the dates and places for state conferences, participating organizations, and special meetings sponsored by NCLIS. (SW)

ED 170 255 JC 790 585

Parrish, Richard M.

Survey of Educational Goals: Ocean County High School Juniors & Seniors, Spring, 1979. Report No. 78-79-05.

Ocean County Coll., Toms River, N.J.

Pub Date-Jun 79

Note-67p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Aspiration, College Bound Students, College Choice, College Programs, Community Colleges, *Educational Interest, Enrollment Influences, *High School Students, Postsecondary Education, School Surveys, Secondary Education, *Student Attitudes, Television Viewing, Transfer Programs

A survey of 3,195 junior and senior students at 11 Ocean County high schools was conducted by Ocean County College (OCC) to determine students' post-secondary aspirations, student attitudes toward OCC, and the television and radio stations most popular among area high school students. Data, collected on a questionnaire distributed to English and history classes chosen by random or stratified random techniques, showed that 60% planned to attend college; 23% said that they may attend'' OCC, while 48% said they definitely would not. A total of 27 radio stations was mentioned by the students; channels 7, 4, and 2 of New York were the most popular television stations. The primary reasons for not wanting to attend OCC were: the desire to attend a four-year college (12.2%), lack of desired program at OCC (12.2%), unfamiliarity with OCC (10.2%), and the desire to live away from home (8.5%). Primary reasons for wanting to attend OCC were location (7.9%), right college for me'' (7.4%), OCC reputation (4.2%), and good college if undecided'' (4.1%). The college programs most preferred by all respondents and by those desiring to or undecided about attending OCC were transfer programs including business, fine/applied arts, education, health professions, and engineering. Data tables are included throughout the document. (JP)

ED 178 874 CS 005 110

Furniss, Elaine R.

Schemas for Reading Texts Differing in Organization: A Study of Sixth Grade Proficient Readers.

Pub Date-Aug 79

Note-43p.; Paper presented at the Annual Meeting of the New Zealand Conference on Reading (10th, Auckland, New Zealand, August 19-22, 1979) and the Australian Reading Conference (5th, Perth, Western Australia, August 25-28, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Content Reading, Discourse Analysis, Elementary Education, Grade 6, *Organization, *Reading Comprehension, *Reading Research, *Recall (Psychological), *Retention

Identifiers-*Schemata, *Story Grammar

Each of 31 sixth grade students read and recalled two texts with different content and structure in a study of structural factors contributing to recall. The subjects' immediate and delayed (one week) recalls were categorized into propositional text bases for a comparative anlaysis of the effects of different text's recall proportions, recall categories, types of propositions recalled, hierarchical levels of information in recall, and template text position of propositions in recall. The results indicated that proficient sixth grade readers do utilize texts differing in structure in different ways when given reading and recall tasks. As was expected, proportionately more propositions were recalled from texts with story narrative structures than from descriptive informational texts. Although text structure was not found to affect the proportions of propositions recalled for each recall category (entailed, evoked, external, and general recall), the story narrative texts produced better recall of predicate and connective propositions, of content at higher hierarchical levels, and of content within specific sections of the texts. When the subjects were asked to state which text was remembered better, 22 out of 31 subjects chose the topic with the story narrative structure. (RL)

ED 178 043 CS 205 290

Alloway, Evans And Others
The New Jersey Writing Project.
Pub Date-Feb 79
Note-12p.; A Consortium Project of Rutgers University, The Educational Testing Service, and Nineteen New Jersey Public School Districts
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Composition (Literary), Cost Effectiveness, Educational Research, Inservice Teacher Education, *Program Descriptions, *Program Effectiveness, *Program Evaluation, Secondary Education, Summer Institutes, *Teacher Education, *Teacher Improvement, Teacher Workshops, Writing Exercises, Writing Skills
Identifiers-New Jersey Writing Project

This report of a year-long writing project that involved over 1,600 junior and senior high school students concludes that students taught by teachers trained in writing as a process showed significant improvement over students of teachers who were not so trained. The report describes the goals and objectives of the New Jersey Writing Project, the personnel involved, the development of the program in three stages (teacher training, implementation and staff development, and assessment), the overall costs of the program, and evidence of the program's effectiveness, including tabular data. (AEA)

ED 170 054 EC 122 051

ALPS: Advanced Learning Packages, 1978-1979.
San Juan Unified School District, Carmichael, Calif.
Pub Date-79
Note-100p.
Available from-San Juan Unified School District, ALPS Program, 3738 Walnut Ave., Carmichael, CA 95608 ($5.00)
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Advanced Programs, Elementary Secondary Education, Games, *Gifted, *Teaching Methods
Identifiers-*Advanced Learning Packages

The document describes the ALPS (Advanced Learning Packages) program for teaching gifted students. Introductory materials provide information on teacher requirements, school requirements, ALPS teacher orientation responsibilities, orientation week, field trip procedures, gifted money available, ALPS costs, ALPS evaluations, the Structure of Intellect, and various forms and checklists. The remainder of the document contains lesson plans in 27 program areas including biology, prehistoric mammals, ancient civilizations, probability and statistics, photography, career education, and Egyptology. A list of recommended books and games for gifted students is also provided. (SBH)

ED 178 709 CE 022 492

Rochte, Newton C.

Recurrent Education. A Resource Guide.

Toledo Univ., Ohio. Center for the Study of Higher Education.

Pub Date- 29 Jun 79

Note-302p.; Not available in paper copy due to small print

Available from-John H. Russel Center for the Study of Higher Education, College of Education, The University of Toledo, Toledo, Ohio 43606 ($5.50)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Abstracts, *Adult Education, Adult Learning, Citation Indexes, *Continuous Learning, Educational Practice, Educational Theories, Elementary Secondary Education, Global Approach, Postsecondary Education, Resource Guides

Identifiers-*Lifelong Learning

To assist both practitioner and reader to find answers to questions on the theory and practice of recurrent education, this resource guide compiles 715 abstracts of relevant articles, books, and monographs, from many countries. Descriptors and identifiers, used in computer searches to identify the materials, are arranged alphabetically in the index, followed by the numbers of the abstracts to which those terms refer. Furthermore, each abstract is classified (somewhat arbitrarily, as the author admits) as either a theoretical construct or a programmatic application. A summary shows the number of abstracts per year since 1963 by type (theoretical or programmatic). The number of abstracts per country can be seen in the identifier summary, followed by the list of abbreviations used. Sources for the abstracts were the ERIC (Educational Resources Information Center) data base and the International Bureau of Education (ICE) citations. (CP)

ED 178 727 CE 022 933

Thayer, C. B. Farris, C. L.

Enginemen 3 & 2. Rate Training Manual and Nonresident Career Course.

Naval Education and Training Program Development Center, Pensacola, Fla.
Report No.-NAVEDTRA-10541-C
Pub Date-79
Note-674p.; Diagrams and photographs in this document may not reproduce well
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF04/PC27 Plus Postage.
Descriptors-*Diesel Engines, *Engines, Equipment Maintenance, Fuels, Lubricants, *Machine Repairmen, Machine Tools, Manuals, Mechanics (Process), Military Training, Repair, *Technical Education

This Navy training and self-study manual is designed to provide a basic theoretical and practical understanding of primarily diesel engines and associated equipment, the main emphasis being on shipboard types and operations. Each chapter offers verbal and pictorial description of machinery, with both schematic and equipment-specific depiction of operation. Chapters cover basic reciprocating internal combustion engine theory, parts, operating principles, and mechanisms; engine starting, cooling, and lubricating systems; diesel air and fuel systems; compressed air systems; refrigeration and air conditioning systems; pumps and valves; distilling plants; lathes and lathe machinery operations; propulsion control systems and power transmission. At the end of the text there is a glossary and a series of study assignments, each with its own learning objectives clearly stated, followed by corresponding test questions. The emphasis throughout is on proper maintenance and operation of equipment based on understanding and practical experience. (CP)

ED 178 745 CE 023 155

The Earnings Gap between Women and Men.
Women's Bureau (DOL), Washington, D.C.
Pub Date-79
Note-29p.; For a related document see ED 132 351
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-016-00060-7) Number 029-016-00060-7)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Educational Background, Equal Opportunities (Jobs), *Females, Income, Low Income Groups, *Males, Occupational Surveys, Occupations, Promotion (Occupational), Racial Differences, *Salary Differentials, *Sex Differences, Sex Discrimination, Statistical Studies, Tables (Data), Wages, Working Women

The size of the earnings gap between men and women has not changed substantially in recent years. The sustained earnings differential contrasts significantly with recent gains women have made in the job market. Several factors contribute to the wage differences: (1) The majority of women are in lower-paying occupations and lower-status jobs even though increasing numbers are in higher paying occupational groups, (2) the rise in women's labor force participation has resulted in larger proportions of women who are in or near entry level, (3) the type of education received is often different so that the marginal return on a similar educational investment is greater for men than women, (4) women generally put in less overtime; however, statistics show considerably less earned for like amounts of overtime work than men, and (5) women often have fewer years of experience than men in similar jobs; again, statistics show that as beginning workers, men receive better financial offers than women. Additional earnings differential factors include age, race, marital status, U.S. region, and industrial concentration. Studies have shown, however, that even after adjusting for such factors, much of the female earnings differential remains unexplained. Data indicate that women experience unusual difficulty in getting hired and promoted. (Eight tables, constituting a major portion of the report, compare the earnings of women and men showing mean income and distribution by various occupational groups and highlighting differentials by age, race, marital status, and region.) (FP)

Kanocz, Otto, Comp.
Career and Occupational Literature: A Current Annotated Bibliography and Resources for Occupations.
Federation Employment and Guidance Service, New York, N.Y.
Pub Date-79
Note-112p.
Available from-Federation Employment and Guidance Service, The Richard Bernhard Memorial Library, 215 Park Avenue South, New York, New York 10003 ($2.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, Career Development, *Career Education, *Information Sources, Occupational Choice, *Occupational Guidance, *Occupational Information, *Resource Materials

Designed to serve as a reference source for those who are making career decisions and for the educational and vocational guidance counselors and librarians assisting them in this process, this annotated bibliography is divided into four major sections. The first section consists of an annotated subject bibliography containing selected literature grouped under 114 occupational titles. A listing of over 225 occupations indicating resources of free literature is provided in section 2. The final two sections contain (1) a directory of publishers and distributors and (2) an author and title index. (LRA)

CG

ED 178 808 CG 013 917

Comunian, Anna Laura

Comfortable Interpersonal Distance: Aspects of the Interpersonal Behaviour in a Sample of 16-Year-Old Subjects, Males and Females.

Pub Date- 79

Note-23p.; Paper presented at the Annual Meeting of the International Society for the Study of Behavioural Development (5th Biennial, Lund, Sweden, June 25-29, 1979); Best copy available

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adolescents, *Distance, Foreign Countries, *Interpersonal Relationship, Perception, *Projective Tests, *Sex Differences, Sociometric Techniques, *Spatial Relationship

Identifiers-*Comfortable Interpersonal Distance Scale, *Italy

According to Duke and Newicki, the distance maintained by a subject towards an approach stimulus is closely related to the internal structures of his personality. The test puts the subject's projective personality and the perception that the group has of the subject into relief. Duke and Newiski's Comfortable Interpersonal Distance'' (C.I.D.) was applied to a sample of 54 subjects. Once the subject's minor and major tendencies to the approach were measured, Moreno's sociometric test was applied to the group to which they belong. At the same time the subject's other characteristics were shown using Gordon's Survey of Interpersonal Values'' (S.I.V.) questionniare on the values which are held to be important in interpersonal relationships, and using Machover's Draw a Human Figure'' (DHF) test for the projective study of the self-image. From the results of the various tests certain significant differences in spatial behavior emerged between popular, isolated, and excluded subjects. In particular, the importance of the behavior of the subject's interaction of the projective perception and the group's perception was shown. An attempt within the total sample was made to show the existence of any significant sex differences. (Author)

ED 178 829 CG 013 942

Caulfield, Barbara A.

The Legal Aspects of Protective Services for Abused and Neglected Children. A Manual.

Oregon Univ., Eugene.; Public Services Administration (DHEW), Washington, D.C.

Spons Agency-Office of Human Development (DHEW), Washington, D.C.

Pub Date-78

Note-127p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-091-00218-5)

Pub Type- Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Anti Social Behavior, *Child Abuse, Children, Family Problems, Family Programs, *Family Relationship, *Juvenile Courts, *Legal Problems, *Neglected Children, *Parent Child Relationship, *State Legislation, Violence

Child abuse and neglect is a problem of concern to local communities, state legislatures, state agencies and the federal government. In providing protective services, welfare departments encounter legal aspects concerning law enforcement officials, attorneys and the judicial system. This manual can provide practical guidance to those who are protecting abused children, helping involved families correct abusing situations, and working with the courts when judicial actions arise. Major sections focus on investigation and diagnosis, evaluation to determine the need to go to court, the rights of parents and children, a legal glossary, and advanced legal concepts. (Author/BMW)

Gans, Roma

Guiding Children's Reading through Experiences. Second Edition.

Pub Date-79
Note-124p.
Available from-Teachers College Press, Teachers College, Columbia, University, 1234 Amsterdam Ave., New York, NY 10027 ($5.95 paper)
Pub Type- Books (010) - Guides - Classroom - Teacher (052) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Beginning Reading, Early Reading, Elementary Education, *Functional Reading, Junior High Schools, Phonics, Prereading Experience, *Reading Ability, *Reading Development, Reading Habits, *Reading Instruction, Reading Readiness, *Student Experience

This discussion of methods, experiences, and theory provides educators and parents with an approach to learning to read that emphasizes learning to think and becoming a functional reader who can enjoy using this skill throughout life. Included are simple, inexpensive suggestions for improving reading, such as more attention to regular school attendance, oral reading and spelling, and adequate repetition and drill. Divided into three parts, the first part emphasizes beginning reading experiences and activities. The second part discusses reading activities and at.itudes in the elementary school, with a focus on the primary grades. The third part includes a section addressed to the influence of parents on developing sound reading habits and a summary of suggestions to help build critical reading skills. (AEA)

ED 178 969 CS 502 685

Brown, Kenneth L. And Others

Assessment of Basic Speaking and Listening Skills: State of the Art and Recommendations for Instrument Development. Volume I.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-Sep 79

Note-107p.; For related document, see CS 502 686

Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Basic Skills, *Listening Skills, Listening Tests, Mastery Tests, *Measurement Instruments, Minimum Competency Testing, Speech Communication, *Speech Evaluation, *Speech Skills, *State of the Art Reviews, Student Evaluation, Test Construction, Testing Programs, *Test Reviews

The first of two related documents, this volume reviews the state of the art of assessment in speaking and listening and recommends guidelines for evaluation and development of testing instruments. The first chapter recommends criteria for evaluating assessment instruments and practices; the second chapter reviews 71 published and unpublished instruments; the third chapter summarizes current testing practices throughout the country and compares them with the criteria listed in chapter one; the last chapter contains recommendations for the development of two kinds of instruments: a rating scale to assess speaking skills and a test to assess listening skills. (AEA)

ED 179 118 HE 009 993

Daghistany, Ann

Academic Professionalism: Do Men and Women Differ?

Pub Date- 78
Note-19p.
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Rank (Professional), Changing Attitudes, *College Faculty, *Females, Feminism, Higher Education, *Males, *Professional Recognition, *Role Perception, Sex Differences, Sex Role, *Sex Stereotypes, Social Attitudes, Social Values, Women Professors

After defining professionalism and examining the researched disparities between men and women, the patriarchal model of professionalism is considered. The way that women have fared within the patriarchal model and four aspects of the model that would appear to benefit from feminization are discussed. The accepted sociological definition of professionalism encompasses three areas: competence, autonomy, and service. The field of literature and language is regarded as feminine, and the fields of history, philosophy, and the earth sciences are regarded as masculine. Competence includes long and thorough training, depth of knowledge, and the attitude of dedication to one's field. There are differences of opinion concerning men's and women's attitudes of dedication toward their profession and concerning competence measured by research. However, women and men are far more equal in these areas than in the rewards and status they receive as recognition for competence or in competence as judged by colleague interaction. The patriarchal model of professionalism assumes that stereotypes are real: that is, that women are warm, expressive, passive and subjective, whereas men manifest the competency cluster of characteristics and are independent, objective, competitive, logical, self-confident, and ambitious. It is concluded that if the patriarchal model could absorb feminization of its imbalance between career and private lives, its publishing mania, its cold and tough attitudes, and its self-seeking power motives, then both men and women could lead richer lives. (SW)

ED 179 156 HE 011 982

Spence, David S.

Comparative Information on Higher Education in the SREB States.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-Sep 79

Note-74p.

Available from-Southern Regional Education Board, 130 Sixth Street, NW, Atlanta, GA 30313 ($4.00)

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Associate Degrees, Bachelors Degrees, College Programs, Comparative Statistics, Compensation (Remuneration), Doctoral Degrees, Enrollment Trends, Expenditure Per Student, Fees, Geographic Regions, Graduate Study, *Higher Education, Income, Junior Colleges, Masters Degrees, Private Colleges, Public Education, *Regional Characteristics, *Southern Schools, *Southern States, State Aid, *State Colleges, Teacher Salaries, Teaching Benefits, Tuition

Identifiers-Alabama, Arkansas, Florida, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia

Comparative information on higher education in the southern states (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, West Virginia) compiled by the Southern Regional Education Board is presented. The report is divided into the following seven sections (with sample subtopics in parentheses): revenue and expenditures (tuition and fees, state appropriations, expenditures for educational operations, instruction); state appropriations (increase in operating expenses); tuition and fees (for resident and non-resident, at each level); faculty compensation (average full-time salaries, at each level, faculty benefits, salary differences among disciplines); enrollment (full-time enrollment, at each level); appropriations per student (in senior and junior public institutions); and programs and degrees (by level, by field, in the U.S. and SREB states). (PHR)

ED 179 182 IR 007 852

Mistichelli, Judith Roysdon, Christine
Beyond Technics: Humanistic Interactions with Technology. A Basic Collection Guide.
Lehigh Univ., Bethlehem, Pa.
Pub Date-78
Note-65p.
Available from-Humanities Perspectives on Technology Program, Lehigh University, 327 Maginnes Hall #9, Bethlehem, PA 18015 ($2.00 each)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Futures (of Society), *Humanism, Humanistic Education, *Humanization, *Literature, *Social Values, Technological Advancement, *Technology

Intended primarily for the researcher, teacher, or student new to the interdisciplinary study of the impact of technology on man and his habitat, this annotated bibliography is designed to provide a guide to significant statements on technology from humanistic points of view. Works have been chosen which integrate technology with man's social, aesthetic, and ethical experience, and many deal with man as a builder and the values which enter into his creations. The more than 100 citations are listed in 11 categories: overviews, anthologies, historical studies, art, architecture and urban design, literature and critical studies, fiction and poetry, social impact and technology assessment, philosophy and ethics, case studies, and journals. (RAO)

ED 178 922 CS 205 268

Smith, Edward J. Fowler, Gilbert L., Jr.

A Preliminary Report on Five Questions Concerning Magazine Editors and Magazine Operations.

Pub Date-Aug 79

Note-25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, Texas, August 5-8, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Editing, *Journalism, *Media Research, *Occupational Information, *Periodicals

Identifiers-*Editors

This paper presents a preliminary analysis of survey research data concerning the characteristics of magazine editors and magazine operations. The specific areas addressed are: the professional and personal characteristics of magazine editors; the extent to which editors become involved in and control the full scope of magazine editorial functions; whether magazines have editorial formulas or policies, how they are derived, and how comprehensive they are; the socialization forces in play in magazine editorial offices and how important they are in conveying information to staff; and the size of magazine staffs and the kinds of work they do. The paper reports the responses of 124 magazine editors to a mail questionnaire (with a 24.08% response rate). Dealing with each research area consecutively, it builds a composite description of the average'' magazine editor. It reveals a heavy involvement of editors in most editorial office activities and an almost even split in the presence or absence of editorial policies, but a strong reliance on editorial formulas. It also shows that talking with the editor'' is the strongest source of information on acceptable editorial office performance, that the mean number of editorial employees per magazine is 4.79, and that the task consuming the largest amount of time is editing, correcting, and proofreading.'' (Author/FL)

Birkman, Marlene Ann

On the Line: Children and Poetry in the Seventies.

Pub Date 77
Note-10p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Childhood Interests, *Childrens Literature, Elementary Education, Language Arts, *Poetry, Teaching Techniques

Children's poetry no longer connotes holidays, nonsense, moral dicta, or the what's, why's, and how's of life, connotations that have frequently stereotyped poetry as sissy, baby, or boring stuff. Children's poems of the seventies suggest that any simple subject has become the province of a poem, including such topics as mud, oil slicks, sharks, elevators, worms, wrestling, skateboards, growling stomachs, moving, growing, and dreaming all segments of a child's reality. The forms of children's poetry are looser, unrestricted by exact regularities in rhythm and rhyme, and invite a special kind of visual as well as aural interaction. With changes in both form and content, children are showing renewed interest in poetry. (AEA)

ED 179 017 EA 012 281

Brubacher, John W. Shibles, Mark R.

Organizational Decline: Implications for Research.

Pub Date-25 Oct 79
Note-20p.; Paper presented at the Annual Conference of the Northeastern Educational Research Association (October 25, 1979) Occasional pages may be light
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Decision Making, Declining Enrollment, Educational Administration, Elementary Secondary Education, Financial Support, Growth Patterns, *Organizational Theories, *Research Needs, *Retrenchment

In the past, educators have based their decisions on an assumption that schools would continue to grow in enrollment and resources. Educational literature too has focused on developmental and growth assumptions. Such assumptions may no longer be valid, as educational organizations are being confronted by problems of retrenchment and decline. This paper reviews the literature in order to formulate hypotheses about organizational decline, raise research questions, and provide a basis for conjecture about administration in declining situations. The authors found that there is little conceptual literature about decline and that almost none can be found in educational administration journals. The paper (1) provides a historical perspective on the emergence of decline as a major force acting on public and private organizations, (2) outlines the causes of decline, (3) notes the organizational implications of decline, and (4) suggests directions for research. (Author/JM)

Kitao, Kenji
The Present Situation in the Teaching of American Culture in English Courses in Japan: Analysis of Junior and Senior High School English Textbooks in Japan.
Doshiva Univ., Kyoto (Japan).
Pub Date-Mar 79
Note-43p.; Some tables may not reproduce well in paper copy
Journal Cit-Doshisha Studies in English; n21 p90-130 Mar 1979
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Culture, *Content Analysis, *Cultural Education, Educational Research, *English (Second Language), *Language Instruction, Secondary Education, Second Language Learning, Surveys, *Textbook Content
Identifiers-*Japan

This study was conducted to investigate what and how much is presented about American culture in English courses in Japan. A review of previous studies on the same subject indicates that only textbooks for conversation courses are likely to contain substantial cultural information. For the present study, ten series of senior high school English readers are analyzed with a revised version of Joiner's evaluation form. These books are found to be linguistically, rather than culturally, oriented. Little information on American culture is presented, and what there is is not always accurate. (Author/JB)

Hansen, Janet S.
The State Student Incentive Grant Program. An Assessment of the Record and Options for the Future.
College Entrance Examination Board, Washington, D.C.
Pub Date-Nov 79
Note-42p.; May be marginally legible due to light print
Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($2.50)
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, Change Strategies, College Bound Students, *Eligibility, *Federal Aid, *Federal Legislation, Federal Programs, *Grants, Higher Education, Need Analysis (Student Financial Aid), *State Aid, Student Costs, *Student Financial Aid, Student Loan Programs
Identifiers-*State Student Incentive Grants

The State Student Incentive Grants (SSIG) program is examined with particular reference to its purposes, its relation to other federal grant programs, and its success as an incentive to other states. The origin and development of the SSIG program is reviewed beginning with its creation as part of the Education Amendments of 1972. Goals for the program included: (1) to encourage the creation of state student grant programs; (2) to encourage increased state expenditures on such programs; (3) to increase the federal assistance available to needy undergraduates; and (4) to foster better linkages between state and federal grant programs. It is suggested that the record of the SSIC program in achieving these goals is mixed. The program has been successful in meeting the first objective but has not encouraged increased state expenditures. The SSIG has modestly increased the overall amount of financial assistance available to students but structural features of the program that limit its effectiveness are noted. Options are proposed to modify and improve the program. These include: (1) eliminate the distinction between initial and continuation awards; (2) require state matching in all states; (3) define substantial need'' more narrowly; (4) modify further or eliminate the nonprofit requirement; (5) modify the allocation formula; and (6) change the base year. Major changes that are advocated include insuring access for needy students to high-cost colleges, equalization of state grant expenditures, and extending eligibility for state grants to all SSIG-eligible students. (Author/SF)

ED 178 092 CE 020 104

Cropley, A. J., Ed. And Others
Lifelong Education: A Stocktaking. UIE Monographs, 8.
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
Report No.-ISBN: 92-820-1021-X
Pub Date-79
Note-127p.; For a related document see CE 020 103
Available from-Unesco Institute for Education, Feldbrunnenstrasse 58, D 2000 Hamburg 13, Federal Republic of Germany (DM 3.50)
Pub Type- Collected Works - General (020) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Access to Education, Adult Education, Adult Educators, *Continuous Learning, Educational Assessment, Educational Benefits, Educational Methods, Educational Practice, Educational Principles, Educational Quality, Educational Supply, Educational Theories, Humanistic Education, Nonformal Education, Postsecondary Education
Identifiers-*Lifelong Learning

Seven internationally known educators were asked to assess lifelong learning especially in relation to lifelong education and (1) revision of educational thinking and (2) educational practice. The authors addressed several key questions on lifelong education: For and by whom? Of and for what? How can it be achieved? The editor's overview and discussion of basic issues and questions, and his working definition open the topic. P. Lengrand then looks at prospects and advocates that each person should try to implement basic principles at work. B. Suchodolski, noting Comenius' book ``Panpaedia'' and Dostoevsky's ``Grand Inquisitor,'' protests the concept of education as a power of men over men ``It is worth living in order to learn!'' Similarly, E. Gelpi sees withholding of education as an obstacle to sociocultural development. K. Richmond advocates a broad definition (education for all), while A. K. Stock stresses the need to seek out and serve the forgotten worldwide, or those excluded from access to learning. A. Pfluger discusses a unit-credit system, urging openness and continuity in adult education as prerequisites for lifelong learning. The book ends with a summary of theoretical and practical considerations based on the contributors' face-to-face discussions and analysis of the papers. (CP)

ED 178 765　　　　CE 023 271

Cain, Sylvester H. Whalen, Barbara A.

Adult Basic and Secondary Education Program Statistics. Fiscal Year 1976.

National Center for Education Statistics (DHEW), Washington, D.C. Adult and Vocational Education Surveys and Studies Branch.

Report No.-NCES-78-326

Pub Date-May 79

Note-66p.; Some tables in this document contain shaded areas which may not reproduce well.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrative Personnel, *Adult Basic Education, Adult Dropouts, *Adult Education Programs, Adult Educators, Age, American Indians, Asian Americans, Blacks, Counselors, *Enrollment, Ethnic Groups, Indochinese, Minority Groups, National Surveys, Paraprofessional School Personnel, Race, Refugees, School Demography, *Secondary Education, Spanish Americans, State Officials, *Statistical Data, Student Teacher Ratio, Tables (Data)

Reports submitted to the National Center for Education Statistics provided data for this compilation and tabulation of data on adult participants in U.S. educational programs in fiscal year 1976. In the summary section introducing the charts, it is noted that adult education programs funded under P.L. 91-230 served over 1.6 million persons an increase of more than 35% over the 1.22 million participating in fiscal year 1975 of whom over half were women. Six charts and thirty-two tables show breakdown of information by sex, by age, by state and territory, by staff and program characteristics (including training data for various types of state and local personnel), by separations/completions, by race/ethnicity (including three tables on Indochinese refugees), and, in some cases, by change in numbers since 1972. The survey report form is appended. (CP)

ED 178 853 CG 013 984

Volunteer Program Development Guide: Participant Handbook.
National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-78-722
Pub Date-78
Contract-281-75-0013
Note-122p.; For related document see CG 013 924
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock No. 017-024-00845-1)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Agency Role, Alcohol Education, *Community Agencies (Public), Counselor Role, Counselors, Drug Abuse, *Program Development, Program Planning, Rehabilitation Programs, *Training Techniques, *Voluntary Agencies, *Volunteers

This guide is addressed to those individuals who are considering the development of a volunteer program in agencies that provide prevention of, and treatment and rehabilitation services for alcohol abuse and alcoholism. Specific steps for planning and implementing a volunteer program utilizing individual volunteers to extend and complement staff services are outlined. This sequential process of volunteer program development is presented in a three-phase model of exploration, pilot program design, and implementation. Additionally, a section on resources which identify pertinent literature and references is provided. (Author/HLM)

ED 178 970 CS 502 686

Brown, Kenneth L. And Others

Assessment of Basic Speaking and Listening Skills: State of the Art and Recommendations for Instrument Development. Volume II.

Massachusetts State Dept. of Education, Boston. Bureau of Research and Assessment.

Pub Date-Sep 79

Note-413p.; For related document, see CS 502 685

Pub Type- Reports - Evaluative (142) - Reports - Research (143) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Basic Skills, Bibliographies, *Listening Skills, Listening Tests, Mastery Tests, *Measurement Instruments, Minimum Competency Testing, *School Surveys, Speech Communication, *Speech Evaluation, *Speech Skills, State Surveys, Student Evaluation, Test Construction, Testing Programs, *Test Reviews

The second of two related documents, this volume consists of four appendixes of data referred to in the first volume. Appendix A makes up the major portion of the report and contains abstracts and ratings of 71 test instruments categorized by skill area and educational level. Appendix B contains the results of the 1978-79 survey of the status of speech communication education in Massachusetts public secondary schools. Appendixes C and D are selected bibliographies on speech communication at the elementary and secondary level. (AEA)

ED 178 995 CS 502 718

Cavanaugh, Mary And Others

Power and Communication Behavior: A Formulative Investigation.

Pub Date-Nov 79

Note-37p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, Communication (Thought Transfer), *Leadership, Leadership Styles, *Power Structure, *Research Methodology, *Speech Communication

As part of a research program designed to explicate the construct power,'' a formulative research strategy was used to identify 37 personal orientations toward power. A preliminary instrument based on these orientations was administered to samples of corporate executives, government employees, law enforcement personnel, and sales associates. A final instrument, based on the seven factors common to all four samples, was checked for reliability and validity. Validity checks included correlating the seven power orientation scores with the sentencing decisions of district court judges, the leadership styles of managers, and the dogmatism of business and community leaders. (Appendixes include data tables and a copy of the power orientation scale.) (Author/FL)

ED 179 055 EC 122 052

Self, Michael R. And Others
But What Can I Do With Harold?
Alabama A and M Univ., Normal.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 78
Grant-G007603631
Note-26p.; Guide prepared through the Child Service Demonstration Center
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, Diagnostic Tests, *Educational Diagnosis, Elementary Secondary Education, Identification, *Learning Disabilities, *Student Characteristics, *Teaching Methods

Intended for classroom teachers, the booklet offers guidelines for dealing with learning disabled (LD) students. Sections address the following areas: characteristics of LD children, procedures for identification, intervention strategies, and application of assessment procedures to specific case studies. Also provided are a list of tests for assessment in each area, sample record sheets, and a figure illustrating a clinical teaching model. (SBH)

McCulloch, Etta S.
Florida's Nurses Speak to Educators.
Florida State Dept. of Education, Tallahassee.
Pub Date-Aug 79
Note-54p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Associate Degrees, Bachelors Degrees, *Certification, Curriculum Development, *Degrees (Titles), Educational Assessment, Higher Education, *Nurses, Nurses Aides, Nursing, Professional Associations, Questionnaires, State Licensing Boards, *State Standards, *State Surveys
Identifiers-*Florida, Florida Nurses Associaton, *Nursing Education

A questionnaire was sent to 5000 Florida hospitals to obtain information from non-members of the Florida Nurses Association (FNA) and to compare the data with that of FNA members on questions relevant to nursing education. Among findings from the 22-item survey, 84 percent of which were returned, were that 80 percent disagreed that licensing examinations should differ for graduates from the ADN/Dip Nursing Programs and the Baccalaureate Nursing Programs (BSN), 88 percent of the respondents disagreed that plans should be made to develop and implement the BSN as the entry level for Florida, and 90 percent disagreed that the BSN degree should be the minimum entrance level for professional nursing. Other findings revealed that 90 percent disagreed that all nurses should have a BSN, and 81 percent felt that all graduates should take the same licensing exam. Comments indicated that both the associate and the baccalaureate degree programs must be revised to include more clinical experience in each curriculum. Articulation mechanisms must be created to allow any who wish to advance from nurse's aide to any higher degree without penalty and repetition of content. Appended are the survey instrument, cover letter, and a map showing the sample coverage. (Author/PHR)

ED 179 215 IR 007 877

Bucher, Mary Ann And Others

Learning Resource Center Standards for Vocational Programs. Monograph Series No. 4.

Ohio Educational Library/Media Association, Columbus.
Pub Date-79
Note-25p.; Photographs may not reproduce clearly
Available from-Ohio Educational Library/Media Association, 40 South Third, Suite 409, Columbus, OH 43215 ($3.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Instructional Materials Centers, Media Specialists, *Program Evaluation, Resource Centers, Review (Reexamination), *Standards, *Vocational Education

Standards are offered to administrators and practitioners as a conceptual framework for successful vocational learning resource center programs, and a program evaluation instrument is presented to aid vocational education structures in identifying their strengths, weaknesses, and possible plans for improvement. The standards cover seven areas: personnel, support staff, facilities, the collection, selection of materials, budget, and supplies. Intended for use by a team of six persons who visit the program and record their observations, the evaluation instrument identifies six variables: (1) curriculum and instruction, (2) students, (3) facilities, materials, and equipment, (4) staff development, (5) management, and (6) evaluation. Each variable is divided into two sections, one listing points to be considered in reviewing the effectiveness of the program, and the other containing the observer's own comments and recommendations. Space for additional comments and a glossary of terms are provided. (FM)

ED 179 238 IR 008 004

Benton, Charles And Others

Statements and Remarks Made at the White House Conference on Library and Information Services, November 15-17, 1979.

Pub Date-Nov 79

Note-52p.; Papers presented at the White House Conference on Library and Information Services (Washington, DC, November 15-17, 1979); Legibility varies

Available from-For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01/PC03 Plus Postage

Descriptors-*Conference Reports, Information Dissemination, *Information Needs, Information Science, Library Services, *Needs Assessment, *Policy Formation, Speeches

Identifiers-*White House Conference Library Info Services

Remarks made by key speakers of the conference are presented, beginning with an introduction and identification of the five major themes by Charles Benton, Chairman of the National Commission on Libraries and Information Science, and of the conference. Marilyn Gell, Executive Director of the conference, described the services of the White House Conference Information Center and its four activity areas: information on demand, conference communications, state resolutions, and physically handicapped media. The first theme speaker, Bernard Ostry (Deputy Minister of Communications to the conference), commented on increasing international understanding and cooperation, and on Canada's views of international cooperation. Francis Keppel spoke on the conference theme of lifelong learning and outlined resolutions presented in the theme discussion guide. The third conference theme library/information services for effectively governing our society was addressed by Senator Major R. Owens. Observations on the National Library Act and resolutions to be placed before conference delegates were made by Dr. Thomas J. Galvin, Dean of the School of Library and Information Sciences at the University of Pittsburgh, and President of the American Library Association. (SW)

ED 179 258 JC 790 503

Ellison, Nolen M. Eadie, Douglas C.

The CCC Institutional Development Program: Organizational Change from the Chief Executive's Perspective.

Spons Agency-Cuyahoga Community Coll., Cleveland, Ohio.
Pub Date-13 Dec 78
Note-33p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Budgeting, Centralization, *College Administration, College Planning, Community Colleges, Computer Oriented Programs, *Educational Finance, Financial Policy, Governance, *Junior Colleges, *Long Range Planning, Management Development, Master Plans, Multicampus Colleges, *Organizational Change, Presidents, Program Evaluation, School Accounting, Staff Improvement, Trustees

Cuyahoga Community College's three-phase Institutional Development Program (IDP) was established in January, 1975, to provide systematic and uniform college-wide planning and management procedures. This report first discusses the social forces which led the college to undertake the IDP; identifies the long-range planning, governance, and management improvement program areas of IDP; and discusses the progress made during Phase I (January, 1975-July, 1976). Noted accomplishments included: (1) the development of a five-year Master Plan Update; (2) the organization of board and cabinet level committees to assure board and top executive input and support; (3) the publication of budget preparation and staff reference and organization manuals; and (4) the selection of a financial management consulting firm. The report then discusses the advances made during Phase II (July, 1976-January, 1978) in improving manual operations in the financial management area, integrating the planning and budgeting processes, upgrading the computer support system, and implementing a new governance system. Implementation of the Management Staff Development and Training Program of the Higher Education Management Institute during Phase III (January, 1978-Fall, 1978) is then discussed. The report concludes with eight suggestions for IDP implementation. (JP)

First-Line Supervisory Training.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
Note-107p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Discipline, Grievance Procedures, *Human Relations, *Industry, Informal Organization, Instructional Materials, Job Training, Learning Modules, Morale, *Motivation, *Organizational Communication, *Power Structure, *Supervisory Training, Time

This document contains ten information modules designed for use in an industrial supervisory training seminar. The first module focuses on the role of the supervisor. Topics include a definition of supervision and its four basic functions: planning, organizing, directing, and controlling. The second module deals with authority, power influence, and the supervisor's responsibility. The third module concerns itself with the use of the informal organization that exists in all industries; uses and disadvantages are explored. Module 4 focuses on human relations in organizations. The fifth module deals with morale; topics include factors that influence morale, unions and morale, and improvement techniques. Module 6 deals with the motivation of people. Problems of handling grievances and taking disciplinary actions is the subject of module 7. The eighth module deals with communication, and its topics include purpose, barriers, techniques, channels, and written versus oral. The ninth module focuses on the training of employees; topics include methods and techniques, purpose of evaluation, and the art of questioning. The last module, on managing time, deals with time pressures and how to make more time available for dealing with top priority items. (JH)

ED 178 728 CE 022 934

Campbell-Thrane, Lucille
CETA Vocational Linkage.
Pub Date-29 Mar 79
Note-34p.; Paper presented at the CETA Vocational Linkage Conference (Columbus, Ohio, March 28-29, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Adult Basic Education, Cooperation, Demonstration Programs, Educational Coordination, Educational Finance, Educational History, Educational Opportunities, Employment Programs, Federal Legislation, *Federal Programs, Government School Relationship,, *Interagency Cooperation, *Job Training, Program Administration, *Program Effectiveness, School Industry Relationship, *Vocational Education, Work Experience Programs, *Youth Employment, Youth Programs
Identifiers-*Comprehensive Employment and Training Act

An overview of cooperation between CETA (Comprehensive Employment and Training Act) and vocational education is presented in this speech, including a look at data on legislation, history, and funding sources. In light of CETA legislation's specificity on how local sponsors are to work with vocational educators, the speech gives excerpts and summaries of relevant legislation before dealing with (1) history youth employment program beginnings and antecedents where, historically, federal agencies have had difficulty cooperating to serve people as a result of turf protection''; (2) funding sources, determination formulae, and difference between funding provisions; (3) examples of coordination: programs from many states are considered worthy of mention, but thirteen are singled out, described in brief, and offered as evidence of cooperation that works. These programs address such issues as job readiness training, eliminating sex stereotyping, work/study, work experience programs, school-to-work transition, and come from industry, state agencies, colleges private business, and other sources. Assessing this mandated cooperation, the speaker suggests new definitions to accomodate new programs. Noting that vocational education and CETA share common ground since both aim to train people for employment, the speaker asks how, if the former is to serve the latter, the rigid structure of classrooms, buildings, and faculty can be altered to serve those who have dropped out because of the system. (CP)

ED 178 748 CE 023 162

Glose, Gerald P.

A Model for Occupational Education Program Improvement through Evaluation.

Occupational Education Planner, Region XII, Eden, N.Y.

Pub Date-79

Note-141p.; Some pages in this document will not reproduce well due to blurred and light type

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Achievement, Administrator Guides, Ancillary Services, Articulation (Program), Cost Effectiveness, Curriculum Evaluation, Educational Assessment, Employer Attitudes, *Evaluation Criteria, *Evaluation Methods, Guidelines, Models, *Program Evaluation, *Vocational Education

This is a two-component evaluation model designed to improve occupational education programs and improve the process through which they are evaluated. The conceptual component presents a theoretical overview of the evaluation scheme, explains how the procedures of evaluation fit into the planning process, and outlines a framework for implementing the second component. The operational component details the specific methods to be used in performing the evaluation, suggests data collection methodologies and links the information generated to the planning functions. This component is in the form of a user manual and contains criterion models which address nine evaluation criteria areas: (1) curriculum; (2) facilities, equipment and supplies; (3) employer satisfaction; (4) student demand; (5) student performance; (6) student satisfaction; (7) cost-benefit analysis; (8) program articulation; and (9) ancillary services. Each of the criterion modules is made up of four sections: rationale, flowscript of activities, job outline, and worksheet. (Each module is designed to be independent of the rest, so that users may select as few or as many of the criteria as are relevant to their institutional situation.) (LRA)

ED 178 785 CG 013 861

Smith, Douglas K.

A Study of Contrasting Styles of Teacher Behavior.

Pub Date-17 Mar 78

Note-20p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Observation Techniques, Elementary Education, *Elementary School Teachers, Inductive Methods, *Interaction Process Analysis, Socialization, Student Behavior, *Student Teacher Relationship, *Teacher Behavior, *Teaching Styles

Identifiers-*Classroom Management Questionnaire, *Flanders System of Interaction Analysis

Classroom behavior of elementary level teachers who display contrasting styles of socialization was analyzed. The Classroom Management Questionnaire, an instrument designed to measure socialization style as derived from Aronfreed's Induction-Sensitization Paradigm, was administered to a sample of elementary teachers. Those scoring one standard deviation above or below the mean were selected for classroom observation using the Flanders Interaction Analysis Categories System. The two groups displayed significantly different teacher-student interaction patterns. The inductive teachers used specific praise with students, minimal amounts of criticism, and small group activities with a focus on accepting and expanding student ideas and feelings. The sensitizing teachers used perfunctory praise, public criticism of students, large group activities with an emphasis on student misbehavior. While most teachers tend to display a combination of behaviors, each teacher does display an overall socialization style that can be observed and measured. The next step in the process is to determine the effects of these styles on the cognitive and affective development of students. (Author/CKJ)

ED 178 807 CG 013 918

Griffin, Jean And Others

Femininity, Masculinity and Androgyny in Male and Female Alcoholics.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the Western Psychological Association (59th, San Diego, California, April 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Alcoholism, *Androgyny, *Conflict, Factor Analysis, Females, Males, *Self Concept, Sex Differences, *Sex Role, Therapy

Identifiers-*Bem Sex Role Inventory

While sex-role identification and conflict have been cited as factors in alcoholism, only a few studies have used the Bem Sex-Role Inventory (BSRI) to measure the feminine, masculine, and androgynous traits of alcoholics. One such study was replicated by having subjects rate both their real and ideal selves. A randomized factorial analysis used sex and alcoholism as the independent variables. Sex-role conflict played no significant role, since differences between real and ideal were minimal, with both male and female subjects desiring increased masculinity, but not femininity. Since both alcoholic men and women score low on masculinity, clinical therapy geared toward attaining masculine traits appears appropriate. The study results also suggest either that androgyny is more healthy for females than males, or that larger quantities of masculine traits may be healthier for everybody. Further study of sex roles and psychological health, using both sexes, would be necessary due to the fluidity of the ideal sex role. (Author/LS)

ED 178 830 CG 013 943

Lockard, James L. And Others

Directory of Community Crime Prevention Programs: National and State Levels.

Aspen Systems Corp., Germantown, Md.
Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Dec 78
Contract-J-LEAA-023-77
Note-129p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00817-8)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Anti Social Behavior, *Community Services, *Crime, Legal Aid, *National Programs, Police, *Prevention, Program Descriptions, Resource Materials, Social Problems, *State Programs

Hundreds of community crime prevention programs are currently operating at the national, state and local levels. Many of these are staffed by citizens and local civic-action groups. Others are operated by government agencies. This directory of national and state community crime prevention programs includes organization name and title, address and telephone number, sponsoring agency, goals and objectives, and a list of services, resources and publications. Appendices include a glossary of terms, an annotated bibliography, and an overview of the Law Enforcement Assistance Administration's role in community crime prevention. (Author/BMW)

ED 178 875 CS 005 111

Plazewski, Joseph G. Allen, Vernon L.
The Role of Auditory Feedback in the Encoding of Paralinguistic Responses.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-514
Pub Date-Aug 79
Grant-OB-NIE-G-78-0217
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Auditory Perception, *Communication (Thought Transfer), *Feedback, Higher Education, *Intonation, Kinesthetic Methods, Language Research, Linguistics, *Paralinguistics, Speech Communication
Identifiers-*Communication Research

Twenty college students participated in an examination of the role of auditory feedback in the encoding of paralinguistic affect by adults. A dependent measure indicating the accuracy of paralinguistic communication of affect was obtained by comparing the level of affect that encoders intended to produce with ratings of vocal intonations from adult judges. Five independent variables were manipulated: presence versus absence of auditory feedback to the encoder from his or her own voice; the literal content of the encoder's verbal message; the encoder's intended level of vocal intonation (extremely unfriendly, moderately unfriendly, neutral, moderately friendly, extremely friendly); the sex of the encoder; and the sex of the decoder. Five hypotheses were tested. The hypothesis that absence of auditory feedback would yield lower encoding accuracy than would presence of feedback was confirmed for friendly tones of voice. The hypothesis that absence of auditory feedback should yield a greater lowering of accuracy of encoding inconsistent than consistent paralanguage was also confirmed for friendly tones of voice. The hypothesis that absence of auditory feedback should yield a greater decrease of accuracy of encoding positive than negative paralinguistic inconsistency was confirmed. Contrary to prediction, females were more accurate encoders than were males (for friendly tones of voice only). The hypothesis that females should be more accurate decoders than males was confirmed (for the extremely unfriendly tones of voice only). (Author/FL)

ED 178 800 CS 005 135

Lidstone, John, Comp.

Reading Improvement through the Arts.

New York State Education Dept., Albany. Div. of Federal Education Opportunity Programs.; New York State Education Dept., Albany. Div. of Humanities and Arts.

Pub Date- 79

Note-26p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Art, *Art Education, *Content Reading, Elementary Secondary Education, Integrated Curriculum, *Interdisciplinary Approach, *Program Descriptions, Reading Instruction, *Reading Programs, *Remedial Reading Programs, Validated Programs

Identifiers-Elementary Secondary Education Act Title I, Reading Improvement Through the Arts

This booklet contains a description of Reading Improvement Through the Arts, a prototype program funded by the Elementary Secondary Education Act Title I that was developed and implemented in the state of New York. The Reading Improvement Through the Arts (RITA) program is described as an alternative way to reach previously unreachable pupils. The booklet reports that where the approach has been implemented, the arts, in all forms, have proven to be powerful motivational and methodological devices that result in strong gains in basic communication skills for the pupils who participated in the programs. Sections in the booklet provide an overview of the program; discuss identifying an acceptable student population; state the essential outline for instructional and supportive activities; discuss frequency of instruction, participant/staff ratio, and individual pupil program records; list instructional, supervisory, and support services staff obligations, and program objectives and evaluation design; and discuss staff training, needs assessment, dissemination of information, budgeting, planning/grants, and relevant publications. (MKM)

ED 179 018 EA 012 263

Public Opinion on Tax and Expenditure Limitations: Attitudes in Four States. ECS Finance Facts. Special Issue.

Education Commission of the States, Denver, Colo. Education Finance Center.

Pub Date-Oct 79

Note-10p.

Pub Type- Collected Works - Serials (022) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Attitudes, Elementary Secondary Education, *Finance Reform, Financial Support, Government Role, Income, *Property Taxes, *Public Opinion, School Attitudes, School Community Relationship, School District Autonomy, *School Support, Taxes, *Tax Support, Voting

Identifiers-Colorado, *Expenditure Limitation Efforts, Idaho, Michigan, Oregon, *Tax Limitation Efforts

This survey examined the attitudes of people in four states where tax or spending limitations appeared on the ballot in November 1978. It found that people had positive attitudes toward schools in their communities, believed schools are doing an above-average job, and viewed schools as a public service that should not be reduced. Results suggest that tax and expenditure limitations are the result not of negative feelings about schools but of negative feelings about federal income taxes and local property taxes. Respondents felt that government is undertaking too many public services and not doing enough to reduce inflation. One implication is that the continued movement away from property taxes toward statewide sales or income taxes is appropriate to improve school finance equity and increase the feasibility of school finance reform. (Author/JM)

Fact Sheets on the Gifted and Talented.
Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.
Pub Date-78
Note-39p.; For related materials, see EC 121 325-327.
Available from-ERIC Clearinghouse on Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091 (Any 5 Fact Sheets $1.00).
Pub Type- Reference Materials (130) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Awareness, Community Programs, Creative Thinking, Creativity, Cultural Differences, Curriculum, Definitions, Elementary Secondary Education, Evaluation, *Gifted, Individualized Programs, Mathematics Education, Parent Associations, Preschool Children, Reading Development, School Funds, Science Education, Student Characteristics, Talent Development, *Talented Students, *Talent Identification
Identifiers-Gifted Handicapped

A series of 18 fact sheets provide basic information on specific subjects of interest to those working with gifted and talented children. The fact sheets, produced by the Council for Exceptional Children, are in question/answer format and have resource references. Following are the topics of the fact sheets: career awareness for the gifted and talented, the culturally diverse gifted and talented child, developing programs for the gifted and talented, characteristics of the gifted and talented, curriculum for the gifted and talented, evaluation of programs for the gifted and talented, finding funds for gifted programs, forming a local association for gifted and talented education, parents of gifted and talented children. the preschool gifted and talented child, the gifted and talented handicapped, developing individualized programs (IEPs) for the gifted and talented, identification of the gifted and talented, math and science for the gifted and talented child, reading for the gifted and talented, what is creativity, developing a community based mentorship program for the gifted and talented, and creative thinking techniques. (PHR)

ED 179 079 FL 010 560

Regusich, Nicolas-Christian

Contribution a l'etude du probleme de la difficulte en langue etrangere (A Contribution to the Study of the Problem of the Difficulty in Learning a Foreign Language).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-77

Note-112p.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Contrastive Linguistics, English, *Error Analysis (Language), French, Interference (Language Learning), Language Instruction, *Language Processing, *Language Research, Language Skills, Learning Difficulties, Learning Processes, Learning Theories, Phonetic Analysis, *Phonology, *Psycholinguistics, *Second Language Learning, Student Opinion

A knowledge of areas of difficulty as well as their underlying causes is necessary before instructional materials, teaching techniques, and evaluation methods in foreign language instruction can be organized. This research describes three methods of analyzing the problems in foreign language learning and suggests their complementary role in predicting and explaining difficulties. It is limited to phonetic problems in French encountered by English-speaking students. Specifically, the following topics are treated: (1) the respective roles of contrastive analysis and error analysis; (2) a study of the contribution of the method of Students' Perception of Difficulty (SPD); and (3) exploration of the possibility of complementary use of the three methods for predictive and diagnostic purposes. An introductory chapter describes the state of the question regarding the three approaches. The contrastive analysis method of Lampach and Martinet is translated and adapted in the second chapter. Following this, an experiment in error analysis and the SPD approach is described and the results presented. It is concluded that not one of the methods is adequate by itself, but that a combination of the three approaches could predict learning difficulties and the data of the contrastive analysis could explain them. Further, the results of error analysis could validate the predictions of a contrastive analysis approach. (AMH)

ED 179 000 FL 010 716

Gal, Ilona

Esperanto and Older People.

Universal Esperanto Association, Rotterdam (Netherlands).
Pub Date-78
Note-24p.; Paper presented at the World Esperanto Congress (Varna, Bulgaria, July-August, 1978)
Available from-Universal Esperanto Association, Nieuwe Binnenweg 176, 3015 BJ Rotterdam, Netherlands (Hfl. 3.00)
Journal Cit-Esperanto Documents; n14A 1978
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, Adult Learning, *Artificial Languages, *Educational Gerontology, Educational Needs, International Education, *Language Instruction, *Older Adults, *Second Language Learning
Identifiers-*Esperanto

Research has indicated that the elderly retain the ability to learn, and specifically to learn new languages. Furthermore, the increasingly greater proportion of old people in the population demands that their need for continued intellectual stimulation be met. In the absence of explicit motives for learning an ethnic language, Esperanto is a good choice for second language study among old people. It is a language of great regularity in which communicative competence can be achieved quickly and with little frustration. In addition, the international community of Esperanto speakers is already characterized by its ability to organize into associations that serve the interests and needs of members. In introducing the elderly to Esperanto, their special learning needs, both cognitive and affective, must be considered in course organization, textbook selection, and teaching methods. (JB)

ED 179 119 HE 010 693

Willis, Faith M.

Options for Life Styles of University Women.

American Association of Univ. Women, Washington, D.C.
Pub Date-76
Note-50p.
Available from-AAUW Sales Office, 2401 Virginia Ave., N.W., Washington, DC 20037
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Citizen Participation, *College Graduates, Community Programs, Employee Attitudes, *Family Life, *Females, Graduate Surveys, Higher Education, Home Management, *Job Satisfaction, *Life Style, Mother Attitudes, National Surveys, Parent Attitudes, Parent Role, Voluntary Agencies, Volunteers, *Work Attitudes
Identifiers-*American Association of University Women

A questionnaire answered by 2,758 members of the American Association of University Women (AAUW) sought to determine their behaviors in and attitudes toward employment and careers; leisure time activities; marriage, parenthood, and homemaking; and volunteer and community activities. The survey group women as a whole mostly have baccalaureate degrees but have more master's and doctoral degrees than the general U.S. women college graduate population. The typical AAUW respondent was employed full-time but still spent a great deal of time in homemaking and some time in pursuing education, doing volunteer work, and engaging in leisure time activities. She is likely to be a school teacher or in an occupation that utilizes her education achievements in contrast to many women nationally. Eighty percent of the respondents spent up to 20 hours per week in leisure time activities. The typical AAUW respondent is satisfied with marriage and finds her gratifications in the personal relations in her homemaking or in being able to be her own boss and do things on her own. The typical AAUW respondent spends more time in volunteer and community activities than the average American woman, especially if she is over 35 years of age. A sample questionnaire is included. (SW)

ED 178 945 CS 205 292

De Mott, John

Internship at a Crossroads: Selected Perspectives from Research on Newspaper Programs for Students in Journalism.

Pub Date-Aug 79

Note-6p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (62nd, Houston, TX, August 5-8, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Guidelines, Higher Education, *Internship Programs, *Journalism Education, Newspapers

This paper points out the lack of agreement concerning journalism education's internship program standards and the dearth of research assessing the effects of internship experience on journalism students. After listing some common concerns regarding internships in journalism education, the paper presents the guidelines for conducting internship programs proposed by the Association for Education in Journalism and the American Newspaper Publishers Association Foundation and stresses the importance of communication between organizations offering such programs. (AEA)

Computers in Public Education Study.

HBJ Enterprises, Highland Park, N.J.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WLC-E-79-3
Pub Date-3 Aug 79
Note-39p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Computer Assisted Instruction, Computer Managed Instruction, *Computers, Electronic Data Processing, Elementary Secondary Education, Equipment Manufacturers, *Public Schools, Surveys, *Use Studies

This survey conducted for the National Institute of Education reports the use of computers in U.S. public schools in the areas of instructional computing, student accounting, management of educational resources, research, guidance, testing, and library applications. From a stratified random sample of 1800 schools in varying geographic areas and population centers, a response rate of 12.7 percent was obtained. This information, coupled with the manufacturer's own assessment of sales to the educational market,'' formed the data for the study. Analyses of these data indicate programming languages used, sources of funding, types of computers, size of installation, costs, number of users, software used, attitudes toward computer usage, computer sales, and increased computer usage by state. (RAO)

ED 178 854 CG 014 021

Reflections in a Glass: A Course for Women. Facilitator's Handbook.
National Center for Alcohol Education, Arlington, Va.
Spons Agency-National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Report No.-DHEW-ADM-77-452
Pub Date-77
Contract-281-75-0013
Note-34p.; For related documents see CG 014 022-023
Available from-National Center for Alcohol Education, 1601 North Kent Street, Arlington, VA 22209
Pub Type- Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-*Alcohol Education, Alcoholism, *Decision Making, *Drinking, Drug Abuse, *Females, *Identification (Psychological), *Role Theory, Social Attitudes, Social History
Identifiers-*Decisions and Drinking

This kit was developed as part of a series called Decisions and Drinking, which focusses on intelligent decision-making about alcohol use based on knowledge and freedom of choice. Each kit in the series contains a facilitator's handbook, session outline cards, a set of transparencies, participant work sheets, and ``take-home'' summaries for each group session. Instructions are very specific, thus enabling the facilitator to use the materials ``as is.'' Included are provisions for the use of films designed to be shown with particular sessions, as well as feedback forms to be completed by both facilitator and participants. This kit is targeted toward women with the expectation that an exploration of their historical role in society and the role alcohol has played will enable them to make intelligent decisions regarding alcohol use. (CKJ)

ED 178 996 CS 502 719

Reed, James W. Sano, Marlon D.

Oral Communication Competencies and Teacher Preparation: What's Happening in California.

Pub Date-Nov 79

Note-11p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research, Higher Education, *Minimum Competency Testing, *Oral Reading, School Surveys, *Speech Communication, *Speech Skills, Teacher Certification, *Teacher Education, Teacher Qualifications

Identifiers-*California, *Ryan Act

One provision of the Ryan Act, a legislative move intended to improve teacher training programs in California, was the requirement that all teacher candidates be examined for competence in both speaking and oral reading. To ascertain how shools of higher education across that state were dealing with this provision, a questionnaire was sent to 38 schools of higher education. Twenty-four schools responded. The questionnaire elicited information about the areas in which candidates were examined; the setting for the examinations; the frequency of exams; the number of students tested at a given time; the department in charge of the exams; compensation for the examiner; alternatives to the exams; and materials used in publicizing, administering, and evaluating the exams. An analysis of the responses revealed that few institutions were meeting, or had knowledge of, the mandated requirements for credential programs and that there has been little guidance in establishing competency levels, with each school developing its own methods of testing the skills deemed important. In addition, speech departments seemed to have little success in controlling the exams. (A list of schools questioned is appended.) (FL)

ED 179 050 EC 122 053

Milgram, Roberta M.

Gifted Children in Israel: Theory, Practice, and Research.

Pub Date-Aug 79
Note-14p.; Paper presented at the Annual Conference of the International Council of Psychologists (37th, Princeton, NJ, August 30-31, 1979).
Pub Type- Information Analyses (070) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creativity, Disadvantaged Youth, *Educational Programs, Elementary Secondary Education, Enrichment, *Foreign Countries, *Gifted, Special Classes, Special Schools, Summer Programs
Identifiers-*Israel

Informal and formal programing for gifted children in grades 4 through 12 in Israel are described. After school and summer enrichment programs, special classes and special schools for the gifted are discussed; and a number of programs for gifted children from disadvantaged backgrounds are presented. The author reports on her own research studies on giftedness and creativity. (Author/SBH)

ED 179 157 HE 011 984

Mingle, James R.

Degrees Awarded in the Nation and the South, 1976-77. Including Racial Distribution and Associate Degree Awards.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-79

Note-93p.; Not available in paper copy due to marginal legibility of original document

Available from-Southern Regional Education Board, 130 Sixth Street, NW, Atlanta, GA 30313 ($4.00)

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Associate Degrees, Bachelors Degrees, *Black Students, College Graduates, *Degrees (Titles), Doctoral Degrees, *Enrollment Trends, Geographic Regions, Graduate Study, *Higher Education, Junior Colleges, Masters Degrees, Minority Groups, Private Colleges, Public Education, Regional Characteristics, *Southern Schools, *Southern States

Data on degrees awarded in the nation and the south for 1976-1977 are presented, which is based on the Higher Education General Information Survey academic program classifications. Included in the report for the first time is an enumeration of associate degrees earned, by field and race. Other categories include degree completions by state, degree completions by black students, and fields of study of black students. Tables show bachelor's, master's, first professional degrees, and doctorates awarded by race and field of study for public and private institutions in the U.S., the region, and in individual states (within the region); and associate degrees and other formal awards of less than four years by field, length of curriculum, and race, in the U.S., the region and in individual states (within the region). Among findings of the report are that since 1970 the number of students receiving associate degrees in the south has almost doubled; that for the first time there was a decline in doctoral degrees awarded; and that while enrollment progress for Blacks has been substantial, the enrollment of Blacks is lower in the south than in the nation, despite generally higher population levels of Blacks. (Author/PHR)

ED 178 923 CS 205 269

Howe, Jonathan T. Pearson, James W.
Statement of the National Association of Advertising Publishers.
Pub Date-Dec 78
Note-26p.; Paper presented at the Federal Trade Commission Symposium on Media Concentration (Washington, D.C., December 14-15, 1978); For related documents, see CS 205 269-278
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Competition, Consumer Protection, Economics, *Federal Regulation, Industry, Journalism, *Marketing, *Newspapers, *Organization Size (Groups), *Publicize
Identifiers-*Advertising, Monopoly, *National Association of Advertising Publishers, Ownership

This is one of several papers presented at a Federal Trade Commission Symposium on Media Concentration. It expresses views of the National Association of Advertising Publishers regarding problems that publishers of advertising shoppers and free newspapers encounter from chain-owned newspapers. Shoppers and free newspapers are described and differences from regular newspapers are noted. The growth of competition between shoppers and newspapers and the effect of concentration of ownership on paid newspapers is explored. It is suggested that in towns where the chain newspaper faces no competition, advertising rates soar; whereas in towns where the independent shopper offers competition, advertising rates stay firm or even go down. It is also contended that to the extent that shoppers continue to compete, it will be much easier for a new paid newspaper to enter the field. It is noted that the Association believes that interstate commerce regulations can apply to their problems. (MKM)

ED 178 946 CS 205 294

Edmonds, George F.

An Evaluation of the Effectiveness of the Writing Component in a Freshman Remedial Program at a Community College.

Pub Date-Apr 79
Note-175p.; A number of pages in Appendix may reproduce poorly
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Community Colleges, *Composition (Literary), *Developmental Programs, Junior Colleges, *Program Evaluation, Remedial Instruction, *Remedial Programs, Student Evaluation, *Student Improvement, *Writing Skills

A study was conducted to evaluate the writing component of the Catonsville (Maryland) Community College Advancement Studies Program (ASP), a comprehensive plan of three core courses for developmental students. The study's nine hypotheses focused on general improvement of ASP student writing abilities, the specific areas of such improvement, and the effects of reading ability on ASP/non-ASP student writing abilities. Both experimental (ASP) and control groups of students completed pretest and posttest writing assignments during one semester. Each group was evaluated for total writing skills, quality of ideas, development of ideas, and writing style. The results led to the rejection of all nine hypotheses. Supporting data indicated that the ASP students mastered basic grammatical skills and mechanics but did not show significant improvement in their abilities to organize, develop, and stylistically present their ideas in writing. Based on these findings, three recommendations were made: to expand ASP instruction to a full year; to develop specific mastery learning criteria for each ASP course; and to examine the writing components of other developmental programs, especially those that used student writing samples in evaluation. (Author/RL)

ED 178 071 CS 502 687

ndly, Charles R., Jr.
Elite Communication: A Suggested Perspective for Communication Studies Scholars.
Pub Date-Nov 79
Note-26p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer), Communication Problems, Communication Skills, Language Research, *Language Usage, *Power Structure, Social Exchange Theory, Social Structure
Identifiers-*Communication Research

Noting that societies are inherently elitist in their structuring, this paper argues that a greater understanding of society and the communication process can be gained by comprehending the nature of communication among the elite and from the elite to the nonelite. It attempts to provide a theoretical foundation for the investigation of elite communication, which is lacking in the current literature in the field. It also offers an analysis of David Halberstam's The Best and the Brightest'' to illuminate the significance of the elite mythos. (Author/FL)

ED 179 130 HE 011 948

Higher Education Legislative Issues '79. Proceedings of the 28th SREB Legislative Work Conference, August 9-11, 1979.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-Aug 79

Note-43p.

Available from-Southern Regional Education Board, 130 Sixth Street N.W., Atlanta, GA 30313 ($3.00)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Administrator Role, *Educational Legislation, Governance, Graduate Study, *Higher Education, *Southern Schools, Southern States, *State Action, *State Legislation, Teacher Certification, Teacher Education, Teacher Salaries, *Trend Analysis, Vocational Education

The proceedings of the 28th annual Legislative Work Conference of the Southern Regional Education Board are presented. Facts and issues surrounding faculty salaries and compensation are discussed in articles by David Spence and Richard Chait. Among trends to emerge from the articles is the fact that faculty salaries in the South have halved the gap between that region and the rest of the nation in the past five years. Senator Pat Frank (Florida) and Gordon Davies discuss access, quality, and competition in graduate education. The articles stress the need for upgrading the quality and concentrating graduate education in urban centers. The Chairman's Address by Governor Bob Graham of Florida focused on a governor's ability to influence state policy and funding decisions about higher education. Robert Stoltz reported in his paper on teacher education and certification that states should adjust their certification procedures and not rely solely on a test at the end of the teacher education program to improve teacher quality. Robert Berdahl reviewed current state developments and offered suggestions for evaluating state coordination and governance. In articles on governor's perspectives on higher education, George Busbee and Julian Carroll emphasized the importance of goal-setting and the need for state officials to work together to arrest declining national productivity. In a paper on vocational/technical education Gene Bottoms suggested several actions for states to improve this area of their educational programs. A

Keller, Michael J.
Student Satisfaction With Residence Hall Life at Miami. Survey Report.
Miami Univ., Oxford, Ohio. Student Life Research Service.
Pub Date-Oct 79
Note-25p.; Contains some light print
Pub Type- Reports - Research (143) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy, College Environment, *College Students, *Dormitories, *Group Experience, Higher Education, Institutional Research, *Participant Satisfaction, Questionnaires, School Surveys, *Student Opinion
Identifiers-*Miami University OH

A random sample of students living in university housing at Miami University were surveyed about their satisfaction or dissatisfaction with three broad features of hall life: hall relationships, policies and programs; facilities and services; and staff. A list of 42 factors that were thought to relate to overall satisfaction with housing were assigned to the above categories on the basis of content. The survey findings demonstrated that an overwhelming majority of residents were pleased with the general hall environment. There was little difference between the overall satisfaction level of freshman and upperclass residents, while women were slightly more pleased than men. In the area of hall relationships, policies and programs, students were most pleased with their roommates, their security (and that of their possessions), the sense of community and morale on their corridor, and the reasonableness of most hall rules. However, a sizeable number of students were unhappy with the university's visitation policy and conditions for sleep and study on their corridor. Residents were thoroughly satisfied with the performance of the hall advisory staff. In the section dealing with facilities and services, the items that earned the highest rating were related to janitorial and maintenance functions. Questionnaire items are appended. (Author/SW)

ED 179 216 IR 007 878

Nimnicht, Glen P. And Others

Librarian Manual for the Parent/Child Toy-Lending Library.

Far West Lab. for Educational Research and Development, Berkeley, Calif.
Pub Date-71
Note-62p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Childrens Games, Librarians, Library Extension, *Library Programs, *Parent Education, Parent Role, Parent Workshops, *Preschool Children, *Preschool Education, *Toys

Intended for librarians, this manual provides a framework for operating a toy library and a training course which will teach parents how to use toys and games that help preschool children learn important skills and ideas, and which in turn will assist parents in understanding some basic things about how a child learns to think. Toys used in the course are sound cans, color lotto, feely bag, stacking squares, wooden table blocks, number puzzle, bead-o-graph, and flannel board and shapes, all of which have been developed by the Far West Laboratory for Educational Research and Development in California. A set of scripts corresponding to a set of eight filmstrips and cassette tapes is presented, along with guidelines for using filmstrip equipment, a list of available 16mm sound films, and addresses of service film libraries. The librarian is also provided with a plan detailing possible activities for each of eight class sessions, and with a set of sample course evaluation forms. For the librarian who wishes to establish and operate a toy lending library, an outline of duties, library location considerations, supplies, and cataloging procedures are suggested. (FM)

ED 179 237 IR 008 005

Chartrand, Robert Lee Bortnick, Jane

International Information Exchange: A Theme Conference Summary. White House Conference on Library and Information Services: Pre-Conference Meetings on Special Themes, July 31, 1979.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date-Oct 79

Note-22p.; For related documents, see IR 008 001-013 and IR 008 213

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Foreign Policy, Futures (of Society), *Information Dissemination, Information Science, *International Relations, *National Programs, Planning Commissions, Policy Formation, *Resource Allocations, Technological Advancement, World Affairs

Identifiers-*White House Conference Library Info Services

A brief introduction describing the planning process for the meeting, reports from five discussion groups, a summary of their findings, and conclusions are provided for a pre-conference on the theme, Library and Information Services for Increasing International Understanding and Cooperation. The nearly 100 participants, who met to exchange ideas, to clarify salient issues in this area, and to recommend program elements and priorities for the White House Conference, represented government, educational, and business groups. The five discussion groups considered the present state of international information flow, overcoming barriers to international information flow, the impact of current technology in international information exchange, economic aspects of international information exchange, and uses and users of information internationally. Twelve major issues were identified during the group deliberations, and from these, five priority issues of greatest relevance to the purpose and objectives of the White House Conference were selected: (1) coordination of U.S. information policies with worldwide developments, (2) creation of a mechanism for coordinating U.S information policies, (3) improvement of acquisition of foreign materials for the U.S., (4) assessment of the impact of technology on the availability of information, and (5) improvement of standards for facilitating international flow. (SW)

Gold, Ben K.
1979 Summer Session Survey. Research Study Number 79-12.
Spons Agency-Los Angeles City Coll., Calif.
Pub Date-Oct 79
Note-12p.
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Attendance Patterns, College Faculty, Community Colleges, Day Students, Evening Students, *Junior Colleges, Junior College Students, *Scheduling, School Schedules, School Surveys, *Student Attitudes, Student Transportation, *Teacher Attitudes, Teaching Load

A survey of 1,074 students and 77 faculty members at Los Angeles City College (LACC), as well as 5,710 students and 505 teachers districtwide, was conducted in classes meeting on July 10, 1979, to obtain reactions to the 1979 summer session "four-day" schedule, i.e., courses were scheduled only Monday through Thursday. The student questionnaire solicited information on enrollment and attendance patterns, number and type of courses currently attending, number of days in attendance, scheduling preferences, employment, and transportation. Faculty members were asked about course load, number of days on campus, if courses were day or evening, lecture or lab, and scheduling preferences. The findings indicated that over 80% of the faculty and about 70% of the students at LACC preferred the four-day schedule to any other, and that those who indicated a preference for a change would schedule fewer days and less hours. LACC and districtwide preferences showed little difference despite the fact that the LACC group included a greater percentage of day students (72% vs. 62%) and of students that used the bus (31% vs. 18%), and a smaller percentage of students that drove their own cars (56% vs. 69%). The study report outlines the LACC and districtwide responses to each survey item and includes the questionnaires. (JP)

ED 178 093 CE 020 196

Sage, James E.

A Characteristics and Needs Profile of Ohio's 1978-79 Vocational Education Teachers. Part I: Teacher Characteristics.

Ohio State Univ., Columbus. Academic Faculty for Vocational-Technical Education.

Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date- 79

Note-71p.; For a related document see CE 022 527

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Beginning Teachers, Individual Characteristics, Preservice Education, Teacher Background, *Teacher Characteristics, *Vocational Education, *Vocational Education Teachers

Identifiers-Ohio

A study was conducted to investigate the characteristics and personality profiles of the newly employed vocational teachers (agricultural, home economics, health, and industrial occupations) in Ohio who had not received professional teacher education. The 161 teachers included in the study were in attendance during a four-week preservice program on instruction at one of four Ohio universities. Data were collected using a demographic data sheet, the Tennessee Self Concept Scale, and the Edwards Personal Preference Schedule. Among the findings of the study was that the agricultural teachers were the youngest subpopulation while the trade and industrial teachers were the oldest. The most prevelant levels of education completed by the newly employed teachers was the high school diploma/equivalant and the

ED 178 711 CE 022 527

Sage, James E.

A Characteristics and Needs Profile of Ohio's 1978-79 Vocational Education Teachers. Part II: Teacher and Needs Profile after Three Months of Teaching.

Ohio State Univ., Columbus. Academic Faculty for Vocational-Technical Education.

Spons Agency-Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date- Jun 79

Note-74p.; Some pages in the appendixes may not reproduce well due to small print; For a related document see CE 020 196

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Beginning Teachers, Individual Characteristics, *Needs Assessment, *Preservice Education, *Program Effectiveness, *Teacher Characteristics, Teacher Evaluation, *Vocational Education, *Vocational Education Teachers

Identifiers-Ohio

A study was conducted to determine (1) the needs of the 162 non-professionally trained, newly employed vocational education teachers in Ohio who particpated in six summer preservice programs of instruction; (2) the differences between the teachers in this group who left their teaching positions before December 1, 1978, and those who remained; and (3) how teacher evaluations by local supervisors compare to the evaluation of the teacher educators. A needs analysis was mailed to each participant, and evaluation forms were mailed to local supervisors and teacher educators. Data from these forms indicate that the interview (employment) process of the newly employed.

ED 178 788 CE 023 272

Comprehensive Employment and Training Programs and HEW Consultants Abuse and Mismanagement. Hearings Before a Subcommittee of the Committee on Appropriations, United States Senate, Ninety-Sixth Congress, First Session. Special Oversight Hearings.

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.

Pub Date-79

Note-331p.; Not available in paper copy due to small and broken type

Pub Type- Legal/Legislative/Regulatory Materials (090) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Consultants, *Employment Programs, Federal Programs, Hearings, *Program Administration, *Program Effectiveness, *Program Improvement

Identifiers-*Comprehensive Employment and Training Act, Department of Health Education and Welfare, United States

Proceedings are presented of hearings before the Senate Committee on Appropriations on the abuse and mismanagement of the Comprehensive Employment and Training Programs and to determine if the Department of Health, Education and Welfare is making proper use of consultants. Among those testifying were Ray Marshall, Secretary of Labor, who discussed steps being taken to assure that the Comprehensive Employment and Training Act is administered honestly, efficiently, and effectively; Fredrick Bohen of the Department of Health, Education and Welfare, who described controls imposed to insure improved accuracy and accountability for expenditures on consultants; and Philip Bernstein, of the General Accounting Office, who discussed the National Cancer Institute's carcinogenesis programs. (LRA)

ED 178 786 CG 013 862

Willey, Diane L.

The Relationship of Student Locus of Control to Self-Esteem and Six Measures of Reading Performance.

Pub Date-Mar 78

Note-13p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Elementary Secondary Education, *Locus of Control, *Performance Factors, Reading Research, *Self Esteem, Student Characteristics, *Test Validity

Identifiers-*Nowicki Strickland Locus of Control Scale, *Self Esteem Scale

The relationship of student locus of control (SLOC) to six achievement measures and a number of student characteristics measured in a study of student performance in a reading tutorial program was examined. Subjects were 121 elementary and junior high students, individually tutored two hours daily by high school and college students and adults. The structured tutoring materials focused on decoding and comprehension skills. Students were pre- and post-tested with the Nowicki-Strickland Locus of Control Scale for Children. Additional measures were seven dependent variables (oral reading, spelling, word recognition, auditory

ED 178 808 CG 013 919

Carlson, Jean Simpson, Elizabeth

Family Relationships.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency-Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date-Dec 77

Note-101p.; For related document see CG 013 920

Available from-Wisconsin Vocational Studies Center, 964 Educational Sciences Bldg., UW-Madison, 1025 West Johnson St., Madison, WI [illegible]3706 ($4.00)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Colleges, Extended Family, *Family Relationship, *Interpersonal Relationship, Junior Colleges, *Marriage, *Parent Child Relationship, Siblings, *Success Factors

This curriculum guide in working form for a semester-long three-credit course in family relationships is one of nine technical core courses in an associate degree consumer/family manager program. The study involves developing satisfying interpersonal relationships in family, and analyses factors contributing to effective relationships. The course packet includes pre- and post-tests to test the curriculum and to use as a classroom evaluation tool, along with other evaluation items, vignettes and case studies, charts and diagrams, additional content that is not otherwise available, and a descriptive listing of reference textbooks related to the course. (Author/LS)

Drug Abuse Office, Prevention, and Treatment Amendments of 1978. Hearing Before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, Second Session on S. 2916.

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-19 Apr 78

Note-289p.; Some pages are of marginal reproducibility due to small print size

Pub Type- Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Drug Abuse, Federal Legislation, *Federal Programs, Marihuana, *Prevention, *Program Planning, *State Programs

The purpose of the testimony presented before the Subcommittee on Alcoholism and Drug Abuse in April, 1978 was to amend the drug abuse office and treatment act of 1972, thereby extending assistance programs for drug abuse prevention, education, treatment, rehabilitation and other purposes. Speakers represented such organizations as National Institute on Drug Abuse, Alcohol, Drug Abuse and Mental Health Administration, and Rural Alcohol and Drug Agencies. (Author/BMW)

ED 178 900 CS 005 137

Yussen, Steven R. And Others

Developmental Change in Judging Important and Critical Elements of Stories.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TR-524

Pub Date-Oct 79

Grant-OB-NIE-G-78-0217

Note-29p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Children, Cognitive Development, *Content Reading, *Developmental Stages, Elementary Education, *Reading Comprehension, *Reading Research, Recall (Psychological), *Story Reading

Identifiers-*Story Grammar

Two experiments were conducted to examine children's understanding (metacognitive awareness) of the parts to a simple story. The following parts were considered essential for comprehending a story: what precipitates the character's action (initiating event), what the character did (action), and what followed the character's action (consequence). Analysis of children's judgments of simple stories revealed that second grade students seldom selected the prescribed sequence, but that fourth, fifth, and sixth grade students and adults did select the sequence under a variety of conditions. Individual differences in recall of the stories also were predictable from older

ED 179 057 EC 122 054

Moore, Jean J. And Others
Information Packet on Parents.
Southwest Regional Resource Center, Salt Lake City, Utah.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Contract-300-78-0016
Note-50p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Compliance (Legal), *Due Process, Elementary Secondary Education, Federal Legislation, *Gifted, *Handicapped Children, *Parents, Parent School Relationship, *State Programs, Student Rights

The packet is designed to aid State Directors of Special Education in the Southwest Region in the development, initiation, implementation, or refinement of procedural safeguards for parents and children, with a specific focus on communication between parents of special needs children and state or local education agencies. A matrix outlines procedures, policies and general information from eight selected states (California, Connecticut, Iowa, Massachusetts, Michigan, New Jersey, Ohio, and Pennsylvania) on informing parents. The points covered on the matrix are discussed in relation to how different states respond to specific procedural safeguard issues in areas where federal law allows alternative approaches. In a paper titled Parental Perceptions of Their Experiences with Due Process in Special Education A Preliminary Report,'' S. Mitchell examines the expectations and characteristics of 25 families involved with due process concerning the education of their learning disabled, emotionally disturbed, gifted or speech impaired children in the state of Massachusetts. (SBH)

ED 179 100 FL 010 734

Wootten, Janet And Others
Wh''-Questions: Linguistic Evidence to Explain the Sequence of Acquisition.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date-16 Mar 79
Note-22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 16, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language, Cognitive Development, Discourse Analysis, *Infants, *Language Development, *Language Processing, Language Research, *Questioning Techniques, Syntax, Verbs
Identifiers-*Questions

The use of wh'' forms in questions asked by four children was recorded from age 22 to 36 months, and analyzed. In the emergence of wh'' forms, the children first asked identifying questions with what'' and who,'' followed in order by (1) wh'' pronominal questions which ask for major sentence constituents; (2) the wh'' sententials how,'' why,'' and when''; and (3) the wh'' adjectivals which'' and whose.'' What'' and where'' questions accounted for most of the questions with verbs until 34 months. Why'' questions with verbs began to supplement where,'' how,'' and who''

ED 179 194 IR 007 855

Minnella, C. Vincent And Others

Film Library Information Management System.

Pub Date-6 Jun 79

Note-61p.; Paper presented at the Annual University-Wide Meeting of State University Council of Directors of Educational Communications Centers (Cortland, NY, June 6, 1979) Section V marginally legible

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Catalogs, *Computer Programs, Data Processing, *Film Libraries, *Filmographies, *Films, Instructional Materials Centers, Videotape Recordings

Identifiers-State University of New York Coll at Cortland

The computer program described not only allows the user to determine rental sources for a particular film title quickly, but also to select the least expensive of the sources. This program developed at SUNY Cortland's Sperry Learning Resources Center and Computer Center is designed to maintain accurate data on rental and purchase films in both film and videocassette formats. File maintenance and update procedures for organizing these data are described for film titles, vendors, and prices. Also provided are a film library data element dictionary, explanations of the data elements for program coding sheets, and lists of file and record layouts and system output formats, including programs for film usage by academic department, departmental film budget expenditure, use date, film title reports, and film vendor labels. (RAO)

ED 178 729 CE 022 963

Dissemination Conference on Occupational Research. Report of Proceedings, June 11-13, 1979.

Texas A and M Univ., College Station.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Jun 79

Note-67p.

Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Abstracts, Conference Reports, *Educational Research, Information Dissemination, Information Utilization, Research Needs, *Research Projects, Research Utilization, *Vocational Education

Identifiers-Texas

A dissemination conference on occupational research in Texas focused on research completed during the past two years, research in progress, and newly funded research projects for fiscal year 1980. Among the presenters were L. Millard Collins, who spoke on the importance of

ED 178 747 CE 023 165

Scott, Frances G. And Others

A Research Study of Retirement Preparation Programs.

Oregon Univ., Eugene. Center for Gerontology.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Aug 79
Grant-R01-MH-23949-05
Note-173p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, Community Agencies (Public), Comparative Analysis, Data Collection, *Delivery Systems, *Educational Strategies, Employers, Feasibility Studies, Long Range Planning, Methods Research, *Older Adults, *Program Effectiveness, Program Evaluation, Questionnaires, *Retirement, Social Organizations, Teaching Methods
Identifiers-*Retirement Preparation

A five-year study was undertaken to investigate the relative

ED 178 878 CS 005 112

Allen, Vernon L. Plazewski, Joseph G.

The Role of Visual and Auditory Cues in Decoding Comprehension.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TR-507

Pub Date-May 79

Grant-OB-NIE-G-78-0217

Note-23p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aural Stimuli, *Classroom Observation Techniques, *Evaluation Methods, *Nonverbal Communication, Perception, Reading Ability, *Reading Comprehension, Reading Diagnosis, Reading Research, *Visual Stimuli

The relative importance of visual and auditory information in judging student comprehension during a reading lesson was tested by having 42 adult subjects observe videotape recordings of reading lessons with individual children and estimate student comprehension with visual information only, auditory information only, or both visual and auditory information. The dependent variable was the accuracy of the estimates as

ED 179 019 EA 012 264

Noah, Harold J. Sherman, Joel D.
Educational Financing and Policy Goals for Primary Schools. General Report.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Pub Date-79
Note-73p.
Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006 ($5.50)
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies (Education), *Comparative Analysis, *Comparative Statistics, Educational Objectives, Elementary Education, *Equalization Aid, *Financial Policy, Foreign Countries
Identifiers-Australia, California, Florida, Germany, Netherlands, Norway, Ontario, Sweden, United Kingdom, Yugoslavia

This comparative study of primary school finance is based on ten studies of the arrangements for financing primary education in Australia, Canada, the Federal Republic of Germany, Italy, the Netherlands, Norway, Sweden, the United Kingdom, the United States, and

ED 179 036 EC 121 063

Myth-Conceptions About the Gifted and Talented.

Texas Education Agency, Austin. Div. of Dissemination.

Report No.-GE9-402-11

Pub Date- 75

Note-35p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Discriminatory Attitudes (Social), Elementary Secondary Education, *Gifted, *Stereotypes, *Student Needs

The booklet looks at some of the major myth-conceptions'' about gifted students. Among the 12 myth-conceptions'' addressed are the following: special provisions for gifted students are undemocratic; gifted students, already blessed with more than their share of skills and talents, do not need our concern; bright children and youth can take care of themselves can achieve at a superior level without special assistance, and can make it on their own; gifted students are the cream'' of the academic crop, and all of us know that cream always rises to the top; special programs for gifted students separate them

ED 179 080 FL 010 562

Brann, Conrad Max Benedict

Multilinguisme et éducation au Nigeria (Multilingualism and Education in Nigeria).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Pub Date-78

Note-59p.

Language-French

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*African Languages, Arabic, Bilingualism, *Educational Change, *Educational Planning, Elementary Secondary Education, English, Ethnic Groups, Language Classification, *Language Planning, Language Research, *Multilingualism, Pidgins, Regional Dialects, Sociocultural Patterns, *Sociolinguistics

Identifiers-*Nigeria

The linguistic situation in Nigeria might be represented as a pyramid with a base composed of 400-500 native languages of which about 100 have been alphabetized. Of these, 51 with more than 100,000 speakers each, are considered regional languages; ten, with more than 1 million speakers each, are considered inter-regional languages; and three having

ED 179 120 HE 010 797

Reis, Susan L.
A Women's Job Search: Five Strategies for Success.
American Association of Univ. Women, Washington, D.C.
Pub Date-78
Note-27p.
Available from-AAUW Sales Office, 2401 Virginia Avenue, N.W., Washington, DC 20037 ($3.50)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Assertiveness, Career Choice, *Career Planning, *Employment Interviews, Employment Opportunities, *Females, Guidelines, Informal Assessment, Job Applicants, *Job Search Methods, Occupational Aspiration, *Occupational Information

An alternate approach to traditional job search methods which may be helpful to women is presented. The following five strategies are considered: (1) know what you want; (2) develop a network of professional contacts to help identify the hidden job market; (3) be selective in the job search; (4) research job openings thoroughly before deciding to submit a formal application; (5) know how to promote yourself effectively. A basic requirement is to have an attitude of

ED 178 972 CS 502 688

Avery, Robert K. Larson, Timothy L.

U. S. Military Documentary Films: A Chronological Analysis.

Pub Date-Nov 79

Note-21p.; Paper presented at the Annual Meeting of the Speech Communication Association (65th, San Antonio, TX, November 10-13, 1979)

Pub Type- Speeches/Meeting Papers (150) - Historical Materials (060) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors Communication (Thought Transfer), *Documentaries, *Film Criticism, Film Production, *Films, *Military Organizations, Production Techniques, *Propaganda, Research, United States History, *War

After presenting a chronological account of United States military

ED 179 258 JC 790 305

Cantor, Harold
Curriculum and Instruction in the Community College: A Working Paper.
Pub Date-Jul 79
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Curriculum, Community Colleges, *Curriculum Development, Curriculum Enrichment, Developmental Programs, Educational Needs, General Education, Humanistic Education, *Humanities, *Humanities Instruction, *Interdisciplinary Approach, *Junior Colleges, Learning Modules, Teacher Role, Tutorial Programs, Vocational Education

Humanists at community colleges, faced with vocationalism and other negative forces, have begun to rid themselves of elitist, insular attitudes and are aggressively pursuing new curricular structures and instructional methods within all areas of the college mission. Enrollment in interdisciplinary humanities (I-D) at two-year colleges, for example, rose 7% nationwide from Spring, 1975, to Spring, 1977, despite a 4% decrease in total humanities enrollment. Though I-D courses pose special administrative problems, especially if team taught, and run the danger of having a watered-down course content, they have immediate relevance to the students and provide for cooperation between humanists and social and natural scientists. Within developmental programs, humanists have provided freshman tutorials which combine basic skills with analysis and synthesis and introduce students to significant ideas and works. Other advances include the development of humanities modules in conjunction with career and technical programs and the continued cognizance of the educational market with the resultant development of needed courses such as international studies. Continued progress depends upon individual instructors dedicated to the integration of the humanities within the General Education Movement. (References to specific programs and colleges are made throughout the text.) (JP)

went to local vendors. BCCC faculty and staff bought 70% of their non-housing budget items in Bucks County, thereby spending a total of $3,419,272. They also generated $200,857 in property taxes. The business volume attributed to BCCC produced another $206,738 in business property taxes, while the college's property tax exemption was about $67,248. BCCC generated 1,230 full-time jobs in FY 1979; 645 full-time equivalent positions were held by college faculty, staff, and students. (Author/AYC)

ED 179 277 JC 800 029

Adamson, Willie D.

The Use of Students as Raters of Classroom Instruction to Compare Community College and University Instructors.

Pub Date-Apr 79
Note-30p.; Graduate seminar paper, Pepperdine University
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Faculty, College Students, *Community Colleges, Comparative Analysis, Postsecondary Education, *Student Evaluation of Teacher Performance, Teacher Characteristics, *Teaching Quality, *Universities

A study was conducted to compare composite student ratings of teacher performance at four California community colleges with composite student ratings at a public four-year institution. Students of five community college and six university accounting professors comprised the sample for the study. During the last class meeting of the fall term of 1978, a questionnaire asked students to rate their instructors in terms of their preparation for class, organization of presentations, knowledge of subject, overall teaching skills, level of self-confidence, sense of humor, fairness in dealing with students, and ability to relate to students. They were also requested to assess the value of assignments, currency of course material, how well exams covered the material, how well the grading system was explained, and how well the texts supplemented the lectures. Additionally, students were asked whether they would recommend the course and the instructor and how well the instructor compared with previous instructors. Responses were obtained from 614 university students and 162 community college students; 45 students also provided comments. The study revealed no significant difference between the mean ratings of community college and university instructors on any of the 15 profile items. The student report contains a review of the literature and a bibliography. (AYC)

PS

represented by the total IQ obtained with the WAIS. Additional analyses on other data suggest that as many as eight major factors are needed to account for the individual differences measured by intelligence tests. General intelligence and the IQ cannot suffice as a basis for a science of human abilities because they have not been defined in terms that are objective enough to ensure that the same phenomena can be observed under different conditions of observation. There is, however, a wide range of phenomena that to some extent can be described by use of a concept of general intelligence and a measure of IQ; IQ measures of general intelligence do provide a crude basis for making diagnoses and decisions. Future studies of intelligence, though, should sample a wide domain of behaviors across the life span and across cultures. Exclusive reliance on a single measure should be avoided. (Author/RH)

ED 179 316 PS 011 059

Field, Tiffany

Handicapped Preschool Children: Self, Teacher, Toy and Peer-Directed Behaviors.

Pub Date-79
Note-16p.; Marginally legible due to faint and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developmental Stages, *Fixed Sequence, *Handicapped Students, Peer Relationship, *Play, *Preschool Children, *Psychomotor Skills, Student Teacher Relationship, Toys

To determine whether children with sensorimotor handicaps follow the developmental sequence of normal children in interactions with adults, toys, and peers, time sampling observations were made of self-teacher-, toy-, and peer-directed behaviors of 36 handicapped preschool children. These children were assigned to three classrooms according to their developmental age (severely, moderately, and minimally delayed development), and matched by chronological age with a group of 12 normal 3 to 4 year old children. Results indicated that the handicapped children followed a sequence similar to that of the normal children. The incidence of other-directed behaviors such as looking, smiling, vocalizing and touching followed a developmental progression of direction towards self, teachers, then toys, and finally peers. With increasing developmental age progressively fewer self-directed and more peer-directed behaviors were observed. The groups were roughly equivalent in teacher-directed behaviors; the minimally delayed and normal children engaged in more toy-directed behaviors; and the normal children engaged in more peer-directed behaviors than any of the handicapped children. (Author/SS)

retarded children, community action agencies, local nonprofit child development councils, child care agencies, county departments of health, county departments of social services, and boards of cooperative educational services. Specific goals and accomplishments are summarized for exemplary projects in each state. These projects include a program to prevent foster child drift, a computerized referral system, a program of comprehensive services for teenage parents, and a library project for preschoolers and the parents and child care providers responsible for their development. Reports include information on funding, involvement of local citizens, and administrative roles of various agencies. (JH) as it relates to high sulfer content Ohio coal. The lessons are presented in the form of a teachers' guide and a students' guide. In the teachers' guide, an overview of the study is followed by the prerequisite student background needed for successful completion of the work. Materials and objectives are listed and suggestions for acquisition of specimens are described. (SA)

This rationale focuses on science as basic education and on the supervisory role. The supervisory role includes: (1) historical background of supervision; (2) role-function of supervisors; (3) the need for supervision; and (4) supervision by specialists or by generalists. A list of references is also included. (HM)

ED 179 409 SE 029 414

Barry, Joseph, Ed.
Connect, Unesco-UNEP Environmental Education Newsletter, Vol. IV, Nos. 1, 2. March, June 1979.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-79
Note-17p.; Not available in hard copy due to copyright restrictions; For related documents, see SE 029 411-413
Journal Cit-Connect; v4 n1 Mar 1979; v4 n2 Jun 1979
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Environment, *Environmental Education, *Government Role, *International Education, International Organizations, International Programs, *International Relations, Natural Resources, *Newsletters, Public Policy, Science Education

This collection of environmental education newsletters includes two issues published in 1979. The first issue discusses the African Regional Workshop in Environmental Education, held in Senegal in December 1978. Also included are: (1) a discussion of environmental education in the USSR; (2) a discussion of the state of the environment, 1978; and (3) announcements of environmental education news and publications. The second issue discusses at length the various national training activities in environmental education. Specific nations are treated. Also discussed is the role of science education and the environment. Environmental education publications and news entries are presented. (RE)

Casteel-Stahl model. Eighteen 11th grade American History classes were selected and randomly assigned to experimental and control groups following the Groups-Within-Treatments Design. Experimental students used six values dilemmas based upon the model. Findings showed experimental students scored significantly higher on posttest retention of subject matter content and also showed significantly higher attitudes as measured by attitude instrument developed to test the effects of this particular model of values/moral education. The conclusion is that the Casteel-Stahl model is a viable model for developing values dilemmas for subject matter content classrooms and is capable of effecting a positive ways content retention and attitudes. (Author/CK)

ED 179 450 SO 012 150

Sady, Rachel Reese

Teaching About Ethnocentrism. Occasional Paper No. 3.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64
Note-17p.
Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indians, *Anthropology, *Cultural Awareness, *Cultural Differences, *Ethnocentrism, Historiography, *History Instruction, Secondary Education, Social Studies, United States History
Identifiers-Anthropology Curriculum Study Project

The paper discusses the relevance of studying ethnocentrism in the secondary level social studies classroom. The study of ethnocentrism (a people's assumption that their way of life is the right way) allows students to share in the methodology of historiography, helps them to be aware of the importance of ideas and attitudes as historical data, and leads them to question cultural stereotypes. Ethnocentrism may be introduced in several ways. Students can discover how tribal peoples regard themselves by examining their group labels, by examining the concept of manifest destiny in American history, and by reading descriptions of American Indian cultures, autobiographies, and other ethnographic accounts in which custom appears as an integral element of a functioning culture. A brief description of the culture of the Plains Indians is provided as an example. (KC) arts program for minorities, and an elementary program for learning to read through the arts. The summary of the keynote address outlines steps for the planning process: determining goals, target population, and calendar, and considering issues, factors, and questions of procedure. Reports from the planning groups for the elementary, middle/junior high, senior high, gifted/talented, and handicapped populations consider goals, objectives, needs, program development, resources, support, and planning. Appendices include suggestions for planning in local school districts, handicapped and gifted/talented group reports, suggestions for planning integrated arts in education projects, and the agenda of the conference. (KC)

ED 179 489 SO 012 221

Herrold, Rebecca

A One-Semester Course in Basic Musicianship and Music Literature for the Junior High School Elective Program.

Pub Date-79
Note-78p.; Best copy available
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Cognitive Objectives, Junior High Schools, *Music Activities, Music Appreciation, *Music Education, Music Reading, *Music Techniques, *Music Theory, Psychomotor Skills, Secondary Education

A course outline for teaching the basic elements of music at the junior high school level is presented. The course is divided into three units: rhythm and melody; harmony; and form. Each unit is sub-divided into concepts which deal with psychomotor and cognitive approaches. Activities for learning rhythm and melody include students' clapping the rhythm of school cheers, their names, poetry, the states, and television commercials. The concept of pitch is conveyed through tapping water-filled glasses, using resonator bells, and allowing students to experiment with string and percussion instruments. Students investigate harmony through singing chordal accompaniments and using the autoharp, and learn to transpose a composition into a higher or lower key. The final unit, form, compares contrast in a musical composition to contrast in poetry. An extensive list of appropriate music for listening and reproducible pages are provided. Basic concepts to be covered in each unit are presented in chart form. (KC)

SP

of whom had formal training in jumping techniques, were randomly divided into groups. Each group received different feedback cues at different points in their performance during training. Feedback consisted of training cues given at different strides in the 14-stride approach to the jump. The results of this study indicated that groups receiving not less than one feedback nor more than two feedback cues performed more consistently providing that one of the feedback cues was located at either stride 6 or stride 10. (JD)

ED 179 542 SP 015 246

Kimmel, Ellen And Others

Curriculum Revision for Sex-Fair Elementary Education: An Analysis of An Intervention Model.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.; University of South Florida, Tampa.
Pub Date- 79
Grant-77710
Note-26p.
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Agents, *Curriculum Development, *Elementary School Curriculum, *Instructional Materials, Nondiscriminatory Education, *Preservice Education, Sex Discrimination, *Sex Fairness, Social Change, *Social Influences

A project conducted at the University of South Florida tested the feasibility of a social influence and public commitment intervention model to adapt extant sex-equity education materials for their incorporation into the elementary education curriculum. Faculty members whose teaching assignments included service to students majoring in elementary education comprised a curriculum change team that located, adapted, and field tested sex-fair materials for their respective courses. An advisory board consisting of local educational and political leaders, as well as persons with statewide educational responsibilities, reviewed the changes proposed by the project staff and suggested additional courses of action that might be taken to solidify the sex-equity gains. Project objectives are delineated, and a discussion of the implementation process and outcomes is presented as a case analysis. An outline of the advisory board structure is included. (Author/LH)

ED 179 564 TM 009 841

Russell, Dale Plakos, John

Developing a Pupil Assessment System for Proficiency-Based Instructional Programs.

Los Angeles County Superintendent of Schools, Calif.
Pub Date-Sep 77
Note-98p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Academic Standards, Achievement Tests, *Criterion Referenced Tests, Educational Accountability, *Educational Assessment, Educational Objectives, Educational Philosophy, Elementary Secondary Education, Measurement Techniques, *Performance Based Education, *Program Development, Student Testing, Test Construction, *Testing Programs, Test Results, Test Selection

A method of developing measurement instruments to assess academic achievement in proficiency-based education is presented. Materials and exercises are sequenced to correspond to major activities which must be completed in developing local assessment systems. The exercises contained in this workshop guide have been field tested and can be followed by both large and small districts. The method is comprised of ten steps: (1) establishing a school philosophy; (2) identifying educational goals; (3) developing performance objectives for each goal; (4) identifying pupils' skills to be assessed; (5) selecting or constructing measurement instruments; (6) setting performance standards; (7) developing procedures for monitoring student proficiencies and reporting data; (8) implementing the assessment procedures and collecting data; (9) making decisions about students' needs based on the data; and (10) adjusting curricula and programs according to the evaluation results. Test validity and test reliability are also discussed. (MH)

rating of 25 students' home language usage by an experienced bilingual educator. The Pearson product-moment correlation coefficient was .95 between the ratings on the Home Bilingual Usage Estimate and the ratings assigned by the bilingual educator. Test-retest reliability was .97 at the .001 level of significance. (The test form is appended.) (MH)

ED 170 605 TM 010 030

Performance-Based Certification in Georgia. Teaching Field Criterion-Referenced Tests Development. On-the-Job Assessment Development. Schedule for Implementation of Performance-Based Certification.

Georgia State Dept. of Education, Atlanta. Office of Planning and Development.
Pub Date-Feb 79
Note-24p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Beginning Teachers, Classroom Observation Techniques, Criterion Referenced Tests, Data Collection, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Performance Based Teacher Education, State Standards, Student Teachers, *Teacher Certification, *Teacher Evaluation, Teaching Skills, Test Construction, *Testing Programs
Identifiers-Georgia, Teacher Performance Assessment Instruments

Performance-based teacher certification in Georgia is centered on: criterion-referenced tests, and on-the-job assessment procedures for student teachers and beginning teachers. A state-funded contract was awarded to develop teacher certification tests, resulting in a 250-item pool and 15 criterion-referenced tests for 32 teaching fields. Cutting scores were derived from information supplied by Georgia experts who reviewed test items for minimum content knowledge/competence. Five instruments were developed and tested: Teaching Plans and Materials, Classroom Procedures, Interpersonal Skills, Professional Standards, and Pupil Perceptions. Master teachers were trained as data collectors. Performance based certification will be implemented in 1980, through the establishment of a statewide network of regional assessment centers. Full implementation of the program will be phased in: administration of appropriate teaching-field criterion referenced tests; assessment of student-teaching performance by college supervisors and classroom supervising teachers; and conversion of nonrenewable teaching certificates to renewable certificates through satisfactory on-the-job performance as measured by the Teacher Performance Assessment Instruments: Beginning Teacher Form. (MH)

Civil Rights after the Lau v. Nichols decision, and the high rate of school segregation among national origin (language minority) students. Both papers emphasize the growth in the overall population of Hispanic students and argue that present and future educational legislation and policy must take into account the needs of this minority group. (Author/EB)

is relatively recent, much attention has been paid to possible remedies, including group parity models, which have been criticized as ineffective and discriminatory against other minority groups. Whether competency tests are unfair or biased depends on what happens to students who pass or fail the tests. If students who do not pass competency tests receive effective instruction to help them master basic skills or competencies and hence to proceed with their education, then the impact of MCT on equal educational opportunity may be positive. If not, the outlook is not promising. (Author/RLV)

ED 178 665 UD 020 031

Falletta, John J. Sheffield, James

Pupil Reading Achievement in New York City; A Report of the March 1978 Reading Test Survey, Grades 2 through 9. New York City Public Schools.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date-Dec 78
Note-125p.; Not available in paper copy due to reproduction quality of original document; Some pages may be marginally legible
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Statistics, Elementary Secondary Education, *Grade Equivalent Scores, Non English Speaking, *Reading Achievement, Reading Level, Reading Skills, *Reading Tests
Identifiers-*California Achievement Tests, *New York (New York)

This report summarizes the results of the March, 1978, reading examination that was administered to New York City public school pupils in grades 2 through 9 (with the exception of those in high schools). Section A delineates New York City student reading achievement compared to national norms. Section B compares pupil reading achievement by school district, while Section C compares pupil reading achievement by schools within each district. Section B includes data pertinent to non-English speaking students. Analysis of the results indicates that in four of the eight grades tested, the means were at or above grade norms and that the citywide percentage of pupils reading at and above grade level was 43.0. It is noted that the 1978 examination was the California Achievement Test, which was not the reading test employed in the previous year, and that direct comparisons should not be made between the 1977 and 1978 results. Moreover, it is cautioned that a change in the achievement test utilized calls into question direct year-to-year comparisons since the emphasis on particular tests may be more appropriate to the New York City public school curriculum. (Author/WP)

ED 179 298 PS 011 030

Bechtold, A. Gordon And Others
Infants' Visual Localization of Visual and Auditory Targets.
Minnesota Univ., Minneapolis. Center for Research in Human Learning ;
Minnesota Univ., Minneapolis. Inst. of Child Development .
Spons Agency-Public Health Service (DHEW), Washington, D.C.
Pub Date-Mar 79
Grant-HD-01136; Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ability Identification, *Auditory Perception, *Eye Movements, *Infant Behavior, *Infants, Motor Reactions, *Response Mode, Stimulus Behavior, *Visual Perception, Visual Stimuli
Identifiers-Visual Localization

This study is an investigation of 2-month-old infants' abilities to visually localize visual and auditory peripheral stimuli. Each subject (N 40) was presented with 50 trials; 25 of these visual and 25 auditory. The infant was placed in a semi-upright infant seat positioned 122 cm from the center speaker of an arc formed by five loudspeakers. At each speaker location there was also a low-intensity light source. Each trial was initiated with the center light on. Via an infra-red camera aimed at the infant's face, an experimenter in the control room could determine whether the infant was fixating this light, and when the baby was doing so, the trial proper was begun. The center light was then replaced for 5 seconds by a similar light at one of the five positions on visual trials and by a sound at one of the five positions on auditory trials. The visual and auditory trials were randomly interspersed, and the order of stimulus positions was also randomly determined. Also recorded were the infant's eye movements using electro-oculography. Results indicate that infants are able to visually localize visual and auditory stimuli. However, these two localization responses are quite different from one another. While infants turn their eyes toward peripheral visual stimuli with the consistency and precision characteristic of reflex behavior, they turn their eyes toward peripheral auditory stimuli with considerably less consistency and with no precision at all. (Author/MP)

Appalachian Children and Their Families. A Statistical Profile.

CSR, Inc., Arlington, Va.
Spons Agency-Appalachian Regional Commission, Washington, D.C.
Pub Date-14 Nov 78
Note-38p.; Paper prepared for the conference on Raising a New Generation in Appalachia (Asheville, NC, November 14-17, 1978); Tables may not reproduce well due to small print size
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Age, Attendance, *Child Care, Childhood Needs, Child Welfare, Day Care Services, Divorce, Educational Programs, Enrollment, Family Environment, Family Problems, *Financial Support, Health Needs, *Health Services, Housing Needs, Income, Preschool Programs, Preventive Medicine, Race, *Rural Education, *Rural Family, *Socioeconomic Status, Working Women
Identifiers-*Appalachia

A statistical profile of Appalachia's young children, from birth to 9 years, was compiled from federal and state data sources. The profile provides information important in making immediate and long range plans for improving the status of Appalachian children and their families. An examination of family living conditions suggests that Appalachian families need continued support if they are to provide their children with a healthy and secure environment; family problems include rising divorce rates, inadequate housing, and a disproportionate number of families living in poverty. The question of what constitutes adequate child care for Appalachian children is an unsettled matter. The majority of children under 6 with working mothers are cared for in informal arrangements with relatives; only 23% are enrolled in licensed day care settings. Indicators of educational attainment point to deficiencies in Appalachian education: the rate of nursery school enrollment is just over half of the national average; achievement test scores are well below the U.S. standard; Appalachian children receive fewer instructional dollars than children in non-Appalachian portions of Appalachian states. Health care information indicates the need for better distribution of health manpower, more prenatal care and dental services, and consideration of the problems associated with teenage pregnancy. (JH)

ED 179 359 SE 028 775

Bartholomew, Rolland B.

Environmental Studies Lecture Notes for Geology 381K, Environmental Earth Science.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-83p.; For related documents, see SE 028 776-788; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, *Earth Science, *Environmental Education, Geology, *Higher Education, *Instructional Materials, Natural Resources, Oceanology, Pollution, *Science Education, Science Instruction, Undergraduate Study

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the lecture notes for 10 lectures on the topics of geologic time, natural resources, and oceanography. Slides and transparencies used with these lectures are not provided but are described so that one may select slides from their own files or copy similar slides from the literature. Reading assignments for each lecture are provided. (BT)

ED 179 385 SE 029 194

Page, R. L. And Others

Attitude Assessment in Science and Technology. Occasional Paper.

Bath Univ., (England). Science and Technology Education Centre.
Pub Date-79
Note-50p.; Not available in hard copy due to copyright restrictions; Contains marginal legibility in Appendix 2
Available from-Science & Technology Education Centre, University of Bath, Claverton Down, United Kingdom BA2 7AY (3.50 pounds)
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Affective Tests, Attitudes, *Attitude Tests, Industry, *Instrumentation, Measurement Techniques, Research, Science Education, Sciences, *Science Tests, Secondary Education, Technology, *Test Construction

This paper, intended as an introduction to attitude scale construction, outlines the theory behind attitude measurement and describes the Thurstone and Likert methods of attitude scale construction. The methodology is illustrated with examples from the construction of a scale the authors developed to measure attitudes to technology and industry. References to texts which supply more detailed information are included. The authors' scale and a description of its construction are included in the appendix. (BT)

ED 179 432 SO 012 123

Neuman, W. Russell

Differentiation and Integration: Two Dimensions of Political Thinking.

Pub Date-Aug 79

Note-72p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Concept Formation, *Political Attitudes, *Political Issues, Political Science, *Public Opinion, *Thought Processes

Results of a study which measured two complementary forms of political thinking, conceptual differentiation and conceptual integration, are reported. Conceptual differentiation is a person's ability to identify individual political issues, acts, and events which compete for attention in the news media. Conceptual integration is a persons ability to synthesize individual issues and ideas into abstract terms. The study involved 137 hour-long depth interviews concerning national politics which were tape recorded and transcribed. Conclusions are that depth interview data strongly contribute to the interpretation of more routinely gathered poll data; that two-thirds of the mass electorate make only marginal use of political abstractions in their evaluation of the political system; and that there is no indication that those with lower scores on conceptual differentiation and integration are more easily manipulated by political symbols or arguments. Separate sections of the technically written paper describe ways in which people relate the conditions of their own lives to those of their fellow citizens and political authorities and discuss the measurement of conceptual differentiation and integration as related to political issues, units of government, organized political groups, general constituencies, and political figures. Later sections describe the levels of differentiation and integration to variables such as educational level. (KC)

Jones, Ruth S.

Democratic Values and Pre-Adult Virtues: Tolerance, Knowledge and Participation.

Pub Date-79

Note-35p.; Paper presented at Annual Meeting of the American Political Science Association (Washington, D.C., August 30-September 3, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents, Age Groups, Behavioral Science Research, Beliefs, Changing Attitudes, *Citizen Participation, Citizenship, *Democratic Values, Elementary Secondary Education, *Knowledge Level, *Political Attitudes, *Political Socialization, Politics, Questionnaires, Student Attitudes, Surveys, *Youth

Identifiers-National Assessment of Educational Progress

Two political socialization issues were explored for 9-, 13-, and 17-year-old youth. The first issue was the extent to which there is a general orientation among American youth toward tolerance. The second issue was the relationship of tolerance among youth to political knowledge and orientation to political participation. A major objective of the study was to add information based on a national sample to the profile of political orientations of American youth. The inquiry was based on secondary analysis of 1976 National Assessment of Educational Progress (NAEP) data. From 1,800 to 2,000 youth in each age group were asked questions about tolerance attitudes, including should women run for public office? should atheists be allowed to vote? and should citizens be allowed to criticize the government? Youth in the nine-year-old group were asked simple picture-related questions of a similar nature. Statistical analysis of responses for all age groups indicated that there is modestly strong lip service given to general principles of equity and tolerance of diversity but severely constrained application of these general rules to both specific groups and activities. Questions asked at each age level are included and tables are presented which detail responses to specific questions within each age group. (DB)

ED 179 516 SP 014 972

Witcher, William W. Baptiste, H. Prentice, Jr.
The Afton Falls Case. Multiculture Education. A Study in Equalizing Educational Opportunities for Minority Groups.
Houston Univ., Tex. Coll. of Education.
Pub Date-74
Note-36p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Bias, *Discriminatory Attitudes (Social), *Ethnocentrism, *Learning Modules, Minority Groups, *Multicultural Education, *Role Playing, Simulation

This learning module instruction booklet provides guidelines for the use of a kit designed to teach students nondiscriminatory social attitudes and to heighten general awareness of cultural differences. Intended for use with a film followed by group discussion, the kit provides samples of attitude pretest and an attitude posttest related to the social bias of the student. Instructions for the conduct of a group caucus to utilize the material presented in the accompanying film are included. Role-playing techniques are utilized to promote cultural sensitivity, and a mock social situation is constructed to provide a background for the role-playing exercises. (LH)

ED 170 585 TM 009 875

Burry, James, Ed. Quellmalz, Edys S., Ed.

Issues in Measurement and Methodology: CSE's 1978 Conference.

California Univ., Los Angeles. Center for the Study of Evaluation.

Pub Date-Nov 78

Note-17p.; Abstracts of papers presented at the Measurement and Methodology Conference of the Center for the Study of Evaluation (1978)

Journal Cit-Evaluation Comment, [illegible]5 n4 Nov 1978

Pub Type- Collected Works - Proceedings (021) - Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Standards, Achievement Tests, Cognitive Measurement, Curriculum Evaluation, Data Analysis, Educational Policy, *Evaluation, Evaluation Criteria, *Evaluation Methods, Mastery Tests, *Measurement, Minimum Competency Testing, Models, Program Evaluation, Public Policy, Research Methodology, Research Problems, *Statistical Analysis, *Test Construction, Testing Problems, Test Selection

Identifiers-Elementary Secondary Education Act Title I, Project Head Start, RMC Models

Abstracts are presented of the major conference papers and thematic discussions delivered at the 1978 Measurement and Methodology Conference. The titles of the presentations are: Policy-Responsive Evaluation (Wiley); When Educators Set Standards (Glass); Comments on Wiley and Glass (Schutz); Key Standard-Setting Considerations for Minimal Competency Testing Programs (Popham); Evaluation of Title I via RMC Models A Critical Review (Linn); Comments on Linn and Popham (Millman); Prediction Analysis and the Reliability of a Mastery Test (Wilcox); An Achievement-Test Item Model (Harris); A Head Start Re-evaluation: Positive Effects Are Not Yet Demonstrable (Bentler and Woodward); Analyzing Multilevel Educational Data: The Choice of an Analytical Model Rather than the Unit of Analysis (Burstein); Is Something Better than Nothing? Metaphysical Test Design (Baker); The Measurement of Expertise: Analysis of the Development of Knowledge and Skill as a Basis for Assessing Achievement (Chi and Glaser); Test Design: A View from Practice (Shulman); The Design of Measurement in Instruction (Schutz); The Demise of Generality in Measurement and Research Methodology (Frase); Don't They All Measure the Same Thing? Consequences of Standardized Test Selection (Floden et al); and Comments on Floden and Frase (Quellmalz). (MH)

ED 179 625   UD 019 915

Mosher, Edith K. And Others

Pursuing Equal Educational Opportunity: School Politics and the New Activists. ERIC/CUE Urban Diversity Series, Number 64, Summer 1979.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-77-0071
Note-30p.
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($5.00)
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Activism, Bilingual Students, *Change Strategies, *Educational Change, Educational Demand, Educational Finance, Educational Policy, Elementary Secondary Education, *Equal Education, Federal Government, Federal Legislation, Futures (of Society), *Government Role, Handicapped Students, Higher Education, *Politics, Sex Discrimination

This mongraph describes and analyzes the competing demands of many citizens, special interest groups, and organizations for educational equity. The significant role that the Federal government has played in the educational system over the past 30 years through financing and legislation is discussed. Four case studies are presented relating to areas in which the activists of the 1970s sought to change educational policies and programs. Each study describes the definition of equality espoused by the protagonists, the organization of the advocacy groups, the strategies they employed to obtain desired action by politicians and educators, and the present status of their efforts. Each study is then compared in terms of issues and the interest group involved, the interplay of judicial, legislative, and administrative actions, and the cost considerations applying to the new programs. Some general observations about the historical and political aspects of educational reform and several alternative views about the fate of the educational system in years to come are offered. A topical bibliography is included. (Author/EB)

ED 179 045 UD 019 976

Bowser, Benjamin P.

Institutional Racism: Toward a Critical Reassessment of American Institutions.

Pub Date-1 Sep 79
Note-19p.; Paper presented at the American Psychological Association meeting (September 1, 1979); Not available in paper copy due to reproduction quality of original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Blacks, *Economic Factors, *Futures (of Society), *Racial Discrimination, Racial Integration, Racism, *Socioeconomic Status, *Theories, United States History

It is necesary to examine both historic and current events in order to understand the role of race in the United States today. The South's formerly rigid caste system has come to resemble the more flexible Northern social order, which has always been open to blacks in times of labor shortage. A number of important social and economic phenomena (such as a rise in the standard of living, changes in the labor market due to World War II, the economic and cultural integration of the South, and the internationalization of the race issue) helped to bring about this change. The subtle and covert qualities of the conditional segregation which now exists nationwide have led some analysts to suggest that our present form of racial segregation is a temporary residue of historically defunct behaviors. However, this viewpoint does not explain the continuing lack of economic progress among blacks. Therefore, alternative views of black socioeconomic status must be considered. A model which combines the theses of (white) interest group benefit from discrimination, institutional racism, and internal colonialism predicts that unequal race relations will be maintained even with continued economic growth. In order for racial barriers to be eliminated, white privilege must either decline or be redistributed. (Author/GC)

ED 179 250 [illegible]C 790 607

Shirazi, Annmarie
The Development of Goals for Fiscal Year 1979.
South Oklahoma City Junior Coll., Okla.
Pub Date- 79
Note-72p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes, College Administration, *College Planning, Community Colleges, *Junior Colleges, *Needs Assessment, *Objectives, *Participant Involvement, Policy Formation, School Surveys, Student Attitudes, Student Participation, Teacher Attitudes, *Teacher Participation

In order to assure that all desiring input into the goals development process at South Oklahoma City Junior College have it, a systematic structure was developed for soliciting, organizing, and prioritizing concerns and for their development into goal statements. Specific goals were solicited from students (through a questionnaire published in the school newspaper), faculty, staff, and college management personnel (through another questionnaire), outside accrediting agencies, and the Board of Regents. The information gathered at successive project stages during June, 1978, is presented in six appendices. Appendices A and B present sample questionnaires. Appendix C lists the 342 goal concerns gathered during the project and grouped by the Office of Planning and Development into four areas dealing with students, instruction, personnel welfare, and management and administration. Appendix D lists these goals as prioritized by a workshop attended by students, faculty, and administrators. Appendix E outlines, and sets guidelines for, the implementation of nine goal statements derived from the prioritized lists during a second workshop attended by management personnel only. Finally, Appendix F lists the four general institutional goals developed for fiscal year 1979 by the President's Planning Council on the basis of the nine goal statements in Appendix E. (JP)

ED 179 317 PS 011 065

Levin, Diane E. Feldman, David Henry

Peer Interaction as a Source of Cognitive Developmental Change.

Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Sep 79
Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979); Paper based on Ph.D. dissertation, Tufts University
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cooperation, *Developmental Stages, Elementary Education, *Elementary School Students, Grade 5, *Group Behavior, *Map Skills, Participant Involvement, *Peer Influence
Identifiers-*Equilibration, Map Drawing Ability, *Piaget (Jean)

The effects of peer interaction as it relates to equilibration in the development of map drawing activity was studied in 72 fifth graders. The children were pretested and placed into 36 same sex pairs for training on the basis of Piaget and Inhelder's six-stage sequence of map drawing ability. A discrepancy (above, below or at the same stage) between each subject's pretest modal stage and a partner's modal stage was used to define an external disequilibrium condition for each subject. To explore relationships between peer interaction and developmental change, an observer coded utterances between partners and assigned each pair an involvement rating. An observation system permitted subjects' overt behavior during exposure to external disequilibrium to be related to changes on posttests. Results confirmed a significant effect of discrepancy between peers at differing stages in promoting developmental change. External disequilibrium due to developmental differences between partners both within and between stages produced similar patterns of change. Pair involvement rating and frequency of on-task discussion were also found to be significantly related to advance. (Author/SS)

ED 179 360 SE 028 776

Boyer, Robert And Others

Environmental Studies, Section I: Man's Effect on Nature. Learning Carrel Lesson 8.1: Population. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date- 75

Grant-NSF-GY-9335-EZ

Note-41p.; For related documents, see SE 028 775-788; Contains occasional light type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, *Demography, *Earth Science, Environmental Education, *Higher Education, Individualized Instruction, Instructional Materials, *Learning Modules, Population Education, Population Growth, *Science Education, Science Instruction, Undergraduate Study, World Problems

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on population. The slides, audio-cassette tape, and other materials necessary to the lesson are not included. (BT)

ED 179 386 SE 029 196

Tobin, Kenneth G. Capie, William

The Relationship of Formal Reasoning Ability and Locus of Control.

Pub Date-Oct 79

Note-11p.; Paper presented at the annual meeting of the Southeastern Association for the Education of Teaching of Science (Ann Jordan Lodge, Alabama, October 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Cognitive Development, *Educational Research, Evaluation, *Locus of Control, Logical Thinking, *Measurement, Science Education, Secondary Education, Secondary School Science, Test Reliability, Test Validity, Thought Processes

Described is a study which represents an attempt to investigate the construct validity and internal consistency of a Test of Logical Thinking, the reliability of the IAR scale, and the relationship between formal reasoning ability and locus of control. (Author/SA)

ED 179 410 SE 029 433

Rainwater, Marian Owens, Mike
Math Comparison. TEA Objectives/COMP.
Education Service Center Region 7, Kilgore, Tex.
Pub Date- 79
Note-119p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Educational Objectives, Elementary Secondary Education, Management by Objectives, Management Systems, *Mathematical Concepts, Mathematics Curriculum, Mathematics Education, Mathematics Instruction, *Objectives, *Validated Programs
Identifiers-*Conceptually Oriented Mathematics Program

Presented is a comparison of the Texas Education Agency Essential Objectives for Mathematics and the instructional concepts of the Conceptually Oriented Mathematics Program (COMP). COMP is a management program of 25 levels of mathematics instruction in 10 broad concept areas. Listed are relevant steps, levels, and strands of COMP for each of the 24 Essential Objectives. (MK)

ED 178 451 SO 012 151

Collier, Malcolm Dethlefsen, Edwin S.

Anthropology in the Pre-Collegiate Curriculum.

Spons Agency-American Anthropological Association, Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date-68
Note-7p.
Journal Cit-Anthropology and Education; v27 n1 p11-16 Spr 1968
Pub Type- Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anthropology, *Cultural Awareness, *Curriculum Development, *Racial Differences, Relevance (Education), Secondary Education, Social Studies
Identifiers-Anthropology Curriculum Study Project

The paper suggests steps for developing an anthropology curriculum at the secondary level and offers an excerpt from an experimental teacher's guide. The development involves four steps: selection of the most significant topics from the rich mass of anthropological information, identification of the relevance of each topic to the high school student's experience, isolation of the essential aspects of each topic, and the development of methods for helping students understand the data and concepts used in anthropology. The experimental unit, Study of Early Man,'' examines race formation and classification. During the four-day unit students construct a chart of the physical traits of the major races, measure the frequency and range of height or skin shade of their classmates and draw conclusions about variance within a race, and study mating practices by examining matrimonial advertisements in the Bombay Times. The unit should make the student aware of the confusion of criteria in the conventional classification of peoples into racial groups. (KC)

ED 179 490 SP 011 303

Williams, Leslie R. T. Sullivan, S. John
Movement Speed and Refractoriness.
Pub Date-77
Note-18p.; Paper presented at Annual Conference of the North American Society for the Psychology of Sport and Physical Activity (Ithaca, New York, May 22-25, 1977)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Biomechanics, *Motion, Motor Reactions, *Physiology
Identifiers-*Arm Swing

The refractoriness of an extended arm swing to reversal was studied using three speed conditions (maximal, 2/3 of maximal, 1/3 of maximal). Twenty-two college males were the subjects. Interstimulus intervals (ISIs) ranged from .10 to .50 seconds with catch trials being used to minimize any tendency to anticipate the reversal signal. While reaction time to the reversal signal, (Reversal multiplied by Time sub-two) increased consistently under all speed conditions as ISI decreased, the trends were not adequately explained by single-channel theory since there appeared to be some extra delay that increased with ISI. Interpretation favored a composite model incorporating peripheral considerations. (Author)

Parkay, Forrest W.
An Intellectual Posture for Teacher Educators: Two Approaches.
Pub Date- 76
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Theories, *Humanistic Education, Personal Growth, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, *Teacher Education, *Teacher Educators, *Teaching Quality, Teaching Skills
Identifiers-*Dewey (John), *Wilson (John)

An intellectually clear conceptual base upon which to formulate a study of teacher education is considered. To achieve this conceptual clarification, two intellectual postures are described: John Dewey's intellectual method'' and John Wilson's intellectual way of working.'' Three interrelated dimensions of an intellectual posture are discussed: (1) the attitudes or characteristics of the professional; (2) the professional's assumptions about the kind and quality of understandings necessary for serious inquiry into educational problems; and (3) the methodology or procedures of the professional's intellectual method. It is concluded that the implementation of either of these two intellectual approaches depends not only on the ability to be methodologically rigorous, but also on the capacity to approach educational problems with personal artistry and style. (Author/JD)

ED 179 585 TM 009 842

Russell, Dale And Others
Developing a Workable Needs Assessment Process.
Los Angeles County Superintendent of Schools, Calif.
Pub Date-77
Note-85p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrative Problems, Data Collection, Decision Making, *Educational Assessment, Educational Needs, *Educational Objectives, *Educational Planning, Educational Problems, Elementary Secondary Education, Guidelines, Information Needs, Models, *Needs Assessment, Program Design, *Program Development, Program Evaluation, Questionnaires, School Community Cooperation, Superintendent Role, Test Construction

Needs assessment is defined as the contrast between present and desired conditions. To determine needs for educational program planning, a cooperative effort is recommended, involving parents, students, community members, teachers, and administrators. This training guide was developed for inservice training on implementing the concepts and practices involved in needs assessment. Fifteen steps are described: (1) determining the scope and possible outcomes of the program; (2) establishing decision rules; (3) stating goals for each component; (4) assigning priorities to the goals; (5) conceptualizing the data collection process; (6) obtaining measurement instruments; (7) obtaining the superintendent's approval; (8) collecting, summarizing, and reporting the data; (9) setting final performance standards; (10) determining needs; (11) determining the priorities among needs; (12) determining the feasibility of the desired program; (13) identifying the possible causes of existing weaknesses; (14) developing program objectives and activities; and (15) reviewing the proposed programs. The described needs assessment procedure is followed by stating the program; and using the evaluation data for decisionmaking and for future needs assessment. Exercises include selecting and ranking goals; selecting a needs assessment model; and questionnaire development. A bibliography is appended. (MH)

ED 179 668 UD 020 034

The Task Force on Occupational Education; A Final Report to the Chancellor, Board of Education of the City of New York.

Pub Date-Dec 76

Note-35p.; Appendices A-J are not included due to nonavailability from the institutional source

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comprehensive High Schools, *Noncollege Preparatory Students, Occupational Guidance, Secondary Education, Trade and Industrial Education, *Vocational Education, Vocational Education Teachers, *Vocational High Schools

Identifiers-*New York (New York)

This report reviews the history of occupational (or vocational) education in New York City, with special attention to the recent controversies over vocational education programs and the development of the comprehensive high school as an alternative. It is indicated that while occupational education has the goal of training an individual in given skills and competencies in a selected occupation, it is itself a part of career education, a broader concept that includes all educational experiences that lead to economic independence and personal fulfillment. After an analysis of vocational and comprehensive high schools and their ability to meet students' educational and career needs, the report recommends the retention of the vocational high schools (as opposed to their being transformed into comprehensive schools) as valuable sources of high skills training. It is held, however, that comprehensive schools must also be equipped to provide occupational training, and that academic and comprehensive school students should be allowed to take instruction in occupational high schools. Teacher training in occupational high schools and the need for better guidance of students are also discussed. Finally, the report recommends that central administration coordinate all occupational education services and provide a cost-effective delivery system. (WP)

The Continuing Effort for Women's Rights. UNESCO Features, No. 697.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date-76
Note-24p.
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affirmative Action, Civil Rights, *Developing Nations, Equal Education, Equal Protection, *Feminism, *Quality of Life, Sex Discrimination, Sex Fairness, *Social Values

Interviews with five women prominent in their countries are presented in this newsletter. The topic is the progress of women in achieving equal rights and opportunities. The five women talked about how they see women's situation and future in their respective countries. Interviewed were an Indian economist, an English educationalist, a Senegalese nutritionist, a French lawyer, and a Ghanaian professor of linguistics. (JD)

ED 179 278 PS 010 952

Smith, Ruthe L.
Preschool Parent's Questionnaire: An Analysis.
Central City Community Mental Health Center, Los Angeles, Calif.
Pub Date-May 79
Note-30p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Blacks, Discipline, Family Influence, *Family Role, *Mexicans, *Parent Attitudes, Parent Participation, Parent Responsibility, Parent School Relationship, Preschool Curriculum, *Preschool Programs, *Preschool Teachers, Questionnaires, Spanish Speaking

The Preschool Parent's Questionnaire (PPQ) was administered, in English and Spanish, to 120 parents (95 Black, 25 Mexican) of preschool children enrolled in child care programs, to ascertain the parents' attitudes regarding four basic issues: (1) parent's relationship to the child care program, (2) parent's attitudes toward teachers, (3) parent's attitudes toward curriculum, (4) role of families in the child's life. Data related to the first issue showed that the majority of black and Mexican parents (91.1% and 97%) felt welcome at the center/school; most Mexican parents had visited the center/school one or more times while black parents had visited the center/school four or more times; the majority of black parents (59.5%) and Mexican parents (86%) had no worries or concerns about their children at school and most parents (Black and Mexican) had attended five or more parent meetings in 1979. Also, while 55% of the Black parents had made suggestions to the center/school staff only 11% of the Mexican parents had ever done so. Data on the second issue showed that most parents (Black and Mexican) preferred teachers who focused on academic achievement; 49.8% of black parents and 68% of Mexican parents thought a teacher should be well liked by children; 47% of Mexican parents feel parents are primarily responsible for the discipline of their children while 50.5% of the Black parents feel that both parents and teachers are responsible; and both groups of parents had favorable attitudes toward men teachers. Data on the third issue showed that when curriculum items which are basic to the preschool program were presented to parents, Black parents felt that each item was more important as a family responsibility than as a school responsibility. Data on the fourth issue showed that 84.1% of the Black parents and 63% of the Mexican parents felt they could effect programmatic changes and that most parents (both Black and Mexican) turned to God for help when they had a problem with a child at home. (MP)

ED 170 411 SE 029 434

Braun, Ludwig Friedland, James

Huntington II Simulation Program - BUFLO. Student Workbook, Teacher's Guide, and Resource Handbook.

Digital Equipment Corp., Maynard, Mass.; State Univ. of New York, Stony Brook. Huntington Computer Project.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Mar 74

Grant-NSF-GW-5883

Note-65p.; For related documents, see SE 029 435-440 and ED 093 644-645; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, Computer Programs, *Ecology, Environment, *Environmental Education, Game Theory, Models, Natural Resources, *Science Education, Secondary Education, *Simulation, *Wildlife Management

Described is the use of the computer model BUFLO.'' BUFLO is a simulation which allows students to study the historical and biological reasons for the extinction of the buffalo. BUFLO simulates the natural life cycle of the buffalo and allows the student to manipulate harvesting policies to reach certain goals outlined in the student handbook. (Author/RE)

ED 179 433 SO 012 125

Chawla, S. P.

Coordination between Education and Population Policies A Case Study of India.

National Council of Educational Research and Training, New Delhi (India).
Spons Agency-United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date-78
Note-169p.; Several charts may not reproduce clearly due to small print
Pub Type- Opinion Papers (120) - Books (010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, *Comparative Education, *Demography, Developing Nations, Educational Needs, Educational Objectives, *Educational Policy, Elementary Secondary Education, Foreign Countries, Futures (of Society), *Government Role, Literacy Education, Policy, *Population Trends, *Public Policy, Social Change
Identifiers-India

Population and educational policies of the government of India since 1950 are reviewed. A major objective of the study is to take stock of accomplishments and problems in the two policy areas so that policymakers will have up to date information upon which to base future planning. The document is presented in seven chapters. Chapter I offers an overview of demographic and economic problems which influence educational policy. Chapter II explains the focus of the study and describes types of data used. Chapter III analyzes the population policies and programs, including family planning, social welfare, poverty research, and status of women. Chapter IV analyzes and appraises educational policy and projects policy needs with regard to enrollment projections and regional imbalances. Chapter V reviews activities of various planning and coordinating agencies including the ministries of health, family planning, and social welfare. Chapter VI identifies ways in which education and population policies are interrelated. The final report examines the relevance of the case study approach to the Indian population/education situation. Appendices include tables, graphs, charts, diagrams, and excerpts from recommendations of the education commission and various government agencies. (DB)

Crime and the Law: A 12th Grade Social Studies Course.
Waukesha Public Schools, Wis.; Wisconsin State Dept. of Education, Madison.
Pub Date-78
Note-125p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Citizenship, Corrective Institutions, Court Litigation, Court Role, *Crime, *Criminal Law, Grade 12, *Justice, Law Enforcement, Learning Activities, *Legal Education, Legal Problems, Legislation, Role Playing, Secondary Education, Simulation, Social Studies Units

The document outlines a semester-long 12th grade study of criminal law which is accomplished through an examination of Wisconsin and constitutional law. Six sections comprise the teaching outline. Section I, The Legislative Process, considers the legislature, various statutes and terminologies, revision of legislation, and penalties. Section II, the major part of the course, investigates police actions, court control of police conduct, structure of the courts, search and seizure, and confessions. Section III covers the role of the prosecutor and defense counsel and plea bargaining. Section IV focuses on the courts and Section V on aspects of sentencing such as bail, types of sentences, prison, parole, and capital punishment. Section VI is comprised of course evaluation and review. Activities for each section include simulations, role playing, lecture/discussions, small and large group activities, audiovisual materials, and the use of community resources. The appendices form the major part of the document. Included are a flow chart of the criminal justice system, a pretest, suggested activities for watching television crime shows, a summary of the game, Police Patrol, newspaper accounts of mistaken drug raids, and a copy of a search warrant. Also, texts of two Wisconsin trials and scripts for two mock trials are provided. (KC)

ED 179 586 TM 009 878

Shimberg, Benjamin

Occupational Licensing: National Perspectives/Trends/Forecasts.

Pub Date-11 May 79
Note-27p.; Paper presented at the Public Forum on Professional Licensing (Seattle, WA, May 11, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, *Certification, Citizen Role, Competence, Consumer Protection, Discipline Policy, Evaluation Methods, Federal Legislation, Health Personnel, Occupational Tests, *Personnel Evaluation, Problems, Professional Continuing Education, *Professional Personnel, Professional Recognition, State Legislation, *State Licensing Boards

An overview of some recent trends in occupational licensing is described and some of the current problems in licensing and regulation are discussed. Issues which are covered include: the proliferation of occupations which seek licensing and the opposition to these new groups by already established related occupations; the composition of licensing boards and the role of public members representing consumer interests; the accountability of the licensing boards to state legislatures and the degree of autonomy which the boards should retain; enforcement of disciplinary action against practitioners; continuing education in order to maintain competence; and the scope various occupations' practices and the infringement on these practices by emerging occupational groups. (MH)

ED 179 606 TM 010 031

Establishing Educational Priorities Through the Illinois Problems Index. Survey Instruments Illinois State Office of Education, Springfield.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-175p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Ancillary Services, Curriculum Problems, Educational Needs, Educational Policy, *Educational Problems, Elementary Secondary Education, Evaluation Methods, Intellectual Disciplines, *Needs Assessment, *Program Attitudes, Program Planning, Questionnaires, *School Attitudes, *School Surveys, Special Education, State Aid
Identifiers-Illinois, *Illinois Problems Index, Test Manuals

The Illinois Problems Index (IPI) is used to identify educational problems in a wide range of situations. IPI is composed of a series of three survey instruments, sequenced to provide increasingly specific information about school district problems. The instruments are based on 49 general problem categories, each of which is matched to a set of approximately 20 specific problem statements. The general problem categories are grouped into 12 problem areas: curriculum and instruction in basic skills; physical science; home and health studies; cultural and social studies; arts; intercurricular concepts; special educational services; resource and support services; program planning and development; educational administration and policy; research and evaluation; and state agency support. The IPI model is composed of: organizing a committee; conducting five meetings; administering the survey instruments; and acting on the results. The steps can be implemented in two months. Information on organzing and administering IPI is detailed in the user's manual. (MH)

ED 179 628 UD 019 925

Cheek, Donald K.

Assertive Black... Puzzled White: A Black Perspective on Assertive Behavior.

Pub Date-76
Note-132p.
Available from-Impact Publishers, Inc., Post Office Box 1094, San Luis Obispo, CA 93406 ($4.95)
Pub Type- Guides - Non-Classroom (055) - Books (010)

Document Not Available from EDRS.

Descriptors-*Assertiveness, Behavior, *Black Culture, Black Dialects, *Blacks, Caucasians, Counseling, Counselor Training, Guides, Mental Health, *Psychology, Racism, *Self Esteem, Self Expression, Sensitivity Training, Therapists, *Therapy

This book on assertiveness from a black viewpoint proceeds from the assumption that there are a large number of black people who could be helped to improve their social and personal functioning by a therapeutic approach based on the psychological totality of the black experience in American society. Included are discussions of: (1) preparing a black person for assertive living; (2) what reactions from whites the assertive black can expect and how these reactions should be met; (3) what happens in a step-by-step black assertiveness program; (4) which techniques are best for assisting blacks in developing assertive behavior and which won't work; and (5) how a black assertive behavior training program should be developed. (Author/RLV)

ED 179 646 UD 019 978

Vitullo-Martin, Thomas

Catholic Inner-City Schools: The Future.

United States Catholic Conference, Washington, D.C.
Pub Date-79
Note-118p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Blacks, Catholics, *Catholic Schools, Community Change, *Declining Enrollment, *Educational Finance, Elementary Education, *Inner City, Minority Groups, Neighborhood Schools, *Urban Areas

Inner city Catholic elementary schools have been closing at an alarming rate. White student enrollment has declined because there are fewer students since the end of the baby boom and as a result of the changing racial and ethnic compositions in the inner city. Minority enrollment has also declined because the schools could not, or did not, adapt to changing neighborhoods. The territorial organization of the church limits the ability of diocesan officials to redistribute church income to serve inner city needs. Inner city parishes could survive if the newcomers could be organized as effective parish members. However, this is difficult since recent newcomers are ususally not Catholic or are traditionally inactive Catholics. Inner city parochial schools provide improved educational opportunities for minorities; strengthen families; foster integration; and extend a bridge between the church and non-Catholic minorities. However, if the church does not come to terms with problems of financing, the inner city schools will be lost. (Author/RLV)

ED 179 207 PS 011 034

Pokorni, Judith L.
Program Planning Guide: Fall, 1979.
Maryland Univ., College Park. Head Start Regional Resource and Training Center.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-79
Contract-ACYF-130-78-2
Note-22p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Cooperation, Community Study, Compensatory Education, Early Childhood Education, *Educational Objectives, *Educational Strategies, *Group Dynamics, Management, Participation, *Program Administration, *Program Planning
Identifiers-*Participatory Management, *Project Head Start

This resource guide is written for Head Start Directors, Component Coordinators, other staff and parents who share in the task of developing program plans. In the introduction, the concept of participatory management is defined. Advantages and disadvantages of participatory management and required skills for the effective use of participatory management are listed. A major section of the guide focuses on the development of plans through the integration of community needs assessment data with Head Start Performance Standards. A way of organizing the data gathering and synthesizing activities by establishing component work groups is suggested. As Head Start Performance Standards require a written plan for each program component, specific program goals, objectives and action steps must be formulated. The final section of the guide details features of a good component plan and indicates how to progress from the preliminary planning stages to the completion of a detailed component plan. Also included in the guide are two examples of plan format and a leader's guide for workshops designed to increase skill in developing plans. (Author/RH)

ED 179 336 RC 011 721

Schott, Willis R. M., Ed.
Lindbergh School District Outdoor Education '73/'74.
Lindbergh School District, St. Louis, Mo.
Pub Date-1 Sep 73
Note-422p.; Not available in paper copy due to extensive use of colored paper
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Activities, Animal Behavior, Art, Camping, *Curriculum, *Discovery Learning, Ecology, *Environmental Education, Experiential Learning, Field Instruction, Geology, *Grade 5, Interdisciplinary Approach, *Outdoor Education, Resident Camp Programs, Resource Materials, Responsibility, Science Education
Identifiers-*Lindbergh School District MO

Since 1968, Lindbergh School District fifth graders have participated in a five day resident camp program designed to foster an appreciation for nature, to promote self-reliance while developing emotional maturity, and to provide a communal living experience with peers and teachers. The handbook is a composite of teachers', administrators', and students' efforts toward developing this Outdoor Education Program. Every phase of the camp program and its organization is detailed, including a description of the school district, a history of the Outdoor Education Program, camp rules, counselor application procedures and responsibilities, health services, camp library resources, camp schedules, camper responsibilities, flag ceremonies, weather observation procedures, get acquainted activities, songs, and pre-trip orientation plans. Curriculum materials focus on tree identification, soils and geology, pond life, insect study, animal study, fishing, archery, and art, and include lesson plans, activities, work sheets, and appropriate student hand outs. Student and teacher evaluation forms are presented along with samples of certificates, checklists, and charts. (NEC)

SE

ED 179 387 SE 029 211

Collea, Francis P. Nummedal, Susan

Development of Reasoning in Science (DORIS): A Course in Abstract Thinking.

Pub Date-79
Note-60p.; Not available in hard copy due to marginal legibility of original document
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cognitive Development, Cognitive Style, College Science, Course Content, Course Descriptions, Course Evaluation, *Educational Research, Higher Education, Learning Processes, *Problem Solving, Science Education, *Science Instruction, Student Evaluation, Teaching Methods, Thought Processes, Undergraduate Study

Presented is a report on a course for undergraduate students which is designed to increase their intellectual abilities early in their college careers. The report gives the characteristics of concrete thought and formal reasoning, followed by an explanation of the process involved in data collecting and the data itself. The authors suggest that the course will develop intellectual ability of science majors at the university level. An appendix includes a modified version of the Flanders Interaction Instrument. (SA)

ED 179 518 SP 015 039

Kelly, Phyllis, E. And Others
Guidelines for the Training, Utilization, and Supervision of Paraprofessionals and Aides.
Kansas State Dept. of Education, Topeka.
Pub Date- 77
Note-57p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Legislation, *Educational Programs, Educational Responsibility, Employee Responsibility, Employment Practices, Individual Characteristics, Occupational Information, *Paraprofessional Personnel, *Teacher Aides

Guidelines for the efficient use of educational paraprofessionals and aides are given. Job descriptions, roles, and activities are defined so that a school district may obtain a clear picture of the type of individual necessary for such a position. The areas of peer tutors and volunteers are not specifically addressed, but the recommendations stated could apply as well to the training and utilization of these individuals. The handbook also defines the parameters of the legal limits within which the paraprofessional and aide may function. (Author/LH)

ED 179 318 PS 011 066

Schaefer, Earl S. Edgerton, Marianne

Parent Interview and Sociodemographic Predictors of Adaptation and Achievement.

Pub Date-Sep 79
Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Demography, *Educational Attitudes, *Elementary School Students, Grade 1, Interviews, Kindergarten, Mothers, *Parent Attitudes, Predictive Validity, Primary Education, Social Values, *Socioeconomic Background, *Student Adjustment

Parent educational beliefs, behaviors, and values and family sociodemographic characteristics were analyzed to clarify antecedents of children's adaptation to school and academic achievement. Extensive parent interviews, test data, and teacher ratings during kindergarten, and achievement test scores during first grade, were collected for a sample of 130 children. Multiple regression analyses revealed substantial predictions of child adaptation and achievement during kindergarten and first grade from parent interview variables, from sociodemographic variables, and from the combined variables. Findings support interpretation of parent beliefs, behaviors and values as intervening variables between sociodemographic variables and child adaptation and achievement. (Author/JMB)

ED 179 381 SE 028 777

Boyer, Robert And Others

Environmental Studies, Section I: Man's Effect on Nature. Learning Carrel Lesson 8.2: Land Use. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date- 75

Grant-NSF-GY-9335-EZ

Note-42p.; For related documents, see SE 028 775-788

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, *Earth Science, Environmental Education, *Higher Education, Individualized Instruction, Instructional Materials, *Land Use, *Learning Modules, *Science Education, Science Instruction, Undergraduate Study

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on land use. The slides, audio-cassette tape, and other materials necessary to the lesson are not included. (RT)

ED 179 452 SO 012 152

Hanvey, Robert G.
Raising the Standard of Learning in the Social Studies. Occasional Paper No. 2.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- Mar 63
Note-7p.; Reprint
Journal Cit-Social Education; v27 n3 p137-141 Mar 1963
Pub Type- Journal Articles (080)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Culture, *Concept Formation, *Concept Teaching, *Educational Needs, Educational Objectives, History Instruction, *Inquiry Training, *Learning Motivation, Secondary Education, *Social Studies, United States History, Values
Identifiers-Anthropology Curriculum Study Project

This monograph suggests that social studies will be improved if classroom teachers concentrate on mastering concepts rather than facts. It explains how teachers can help students understand events and trends in American history by investigating general concepts such as capitalist institutional development, the interaction of historical circumstances, and basic American values. Specific concepts (defined as tool concepts) which help high school students interpret historical data include culture, custom, mores, values, enculturation, acculturation, culture lag, manifest function, latent function, role, and institution. Questions which can be posed in an inquiry approach in social studies classes stress one or several of these concepts. Sample questions include how do Americans reach to authority?'' what is the role of the individual in a pre-literate society?'' why do Americans place such a high value on liberty?'' and how has economic development in the United States been influenced by American cultural values?'' (DB)

Fulton, Joan

The Sequence of Reasoning Processes: The Hierarchical Organization.

Pub Date-77
Note-25p.; Paper presented at the Annual Symposium of the Jean Piaget Society (7th, Philadelphia, Pennsylvania, May 19-21, 1977)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, *Concept Formation, Concept Teaching, Deductive Methods, Inductive Methods, *Instructional Systems, *Learning Theories, *Logic, *Mental Development, *Organization, Problem Solving, Space, Time
Identifiers-*Piaget (Jean)

A sequence of reasoning processes based on a combination of theories developed by Jean Piaget is presented. An applied theory of concept-teaching is derived from the restructuring of Piagetian theories on logical thought specifically concerned with the notions of the additive and multiplicative ordering of groups, and the four logic processes of classification, seriation, causality, and probability. These theories are combined with the dimension of topological time and space. The resultant second-order model is applied to the classroom problem of effective organization of instructional material. The case is made for the instruction of logical processes to students prior to content instruction. Diagrams and references are included. (LH)

ED 179 544 SP 015 249

Kuehl, Raymond

A Taxonomy of Critical Tasks for Evaluating Student Teaching.

Association of Teacher Educators, Washington, D.C.
Pub Date-79
Note-35p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes, College Supervisors, Cooperating Teachers, Effective Teaching, *Evaluation Criteria, *Evaluation Methods, *Student Evaluation, *Student Teaching, *Task Analysis, *Teacher Education

A report is given on a research study designed to improve evaluation of the performance of student teachers. The focus of this study was to isolate general categories of critical tasks perceived to be the most important by school personnel and to determine if groups of school personnel placed the same relative degree of importance on each of the tasks selected for the purpose of evaluating student teaching. Participants in this study were elementary and secondary school cooperating teachers, student teachers, school administrators, and college teacher educators. Twenty-three tasks performed by student teachers were ranked by participants in order of importance. Results indicated a high degree of agreement on task importance. Results of this research are presented in tabular form. (JD)

Transition Plan for Improving Facility Accessibility by Handicapped Students at Amarillo College.

Amarillo Coll., Tex.
Pub Date-Aug 79
Note-40p.; Attachments 1 and 2 have been deleted due to irreproducibility
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, *Architectural Barriers, *Building Design, Change Strategies, Community Colleges, *Compliance (Legal), Estimated Costs, Federal Legislation, *Handicapped Students, *Junior Colleges, Legal Responsibility, Physical Design Needs, *Physical Handicaps, Publicize

In compliance with the Rehabilitation Act of 1973, Section 504, this transition report identifies architectural barriers at two Amarillo College campuses, recommends modifications to improve facility accessibility for the handicapped, presents an implementation schedule and estimated costs for the modifications, and provides a plan for publicizing facility accessibility. The report first describes the handicapped population of Amarillo and discusses the growing number of handicapped students at Amarillo College and the obligations of the college under the Rehabilitation Act of 1973. Exterior barriers on each campus, such as the lack of ramps and adequate handicapped parking facilities, are then listed and located on two maps. A list of barriers within each building points out the lack of elevator access in multi-story structures and inaccessible rest room facilities, water fountains, and public telephones. The report then outlines 12 recommendations including the completion of all ramps and curb cuts during the summer of 1979, the preparation of preliminary cost estimates for the construction of elevators during the summer of 1980, the publication of a brochure describing accessible facilities, and the creation of a part-time Coordinator for Handicapped Students. (JP)

ED 179 388 SE 029 212

Science and Technology Education Newsletter, No. 10, December 1978. A Supplement to the Bulletin of the Regional Office for Science and Technology for Africa. Special Issue on Environmental Chemistry.

United Nations Educational, Scientific, and Cultural Organization, Nairobi (Kenya). Regional Office of Science and Technology for Africa.

Pub Date-Dec 78

Note-28p.; Not available in hard copy due to marginal legibility of original document

Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*African Culture, Air Pollution Control, *Chemistry, Developing Nations, Earth Science, *Environment, Environmental Influences, International Programs, Meteorology, Newsletters, *Pollution, Public Policy, *Sciences, *Technology, Water Pollution Control, Water Resources

Presented are papers by African scientists and policy experts discussing environmental law, policy, and science, relative to countries of Africa. Particularly emphasized are the concerns of environmental chemistry. An editorial comprises the first chapter. Subsequent topics include: (1) historical background of the African Regional Network for Environmental Chemistry; (2) reports of various environmental chemistry projects being conducted in Africa; (3) summary reports of workshops; (4) law and integrated environmental management; and (5) a list of references and upcoming meetings of interest. (RE)

ED 179 412 SE 029 435

Friedland, James Frishman, Austin

Huntington II Simulation Program - MALAR. Student Workbook, Teacher's Guide, and Resource Handbook.

Digital Equipment Corp., Maynard, Mass.; State Univ. of New York, Stony Brook. Huntington Computer Project.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Mar 73

Grant-NSF-GW-5883

Note-9[illegible]p.; For related documents, see SE 029 434-440 and ED 093 644-645; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biology, *Computer Assisted Instruction, Computer Programs, *Ecology, Environment, Game Theory, *Health Education, *Models, *Science Education, Secondary Education, *Simulation, Social Studies

Described is the computer model ''MALAR'' which deals with malaria and its eradication. A computer program allows the tenth- to twelfth-grade student to attempt to control a malaria epidemic. This simulation provides a context within which to study the biological, economic, social, political, and ecological aspects of a classic world health problem. (Author/RE)

Oral Language Proficiency Scale. ESOL Placement Interview. Guidelines. Revised.

Dade County Board of Public Instruction, Miami, Fla.
Pub Date-78
Note-14p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cubans, Elementary Secondary Education, *English (Second Language), *Individual Tests, Interviews, *Language Proficiency, Language Skills, *Language Tests, Screening Tests, Spanish Speaking, Speech Skills, *Student Placement, Student Testing
Identifiers-*ESOL Placement Interview, *Oral Language Proficiency Scale

The Oral Language Proficiency Scale is used to determine initial placement of Spanish-speaking students in English as a second language (ESOL) programs, at one of five ESOL proficiency levels. Proficiency is assessed in four areas: oral comprehension, grammar, pronunciation, and vocabulary. The scale is based on student responses to a 20-question individual interview; the first eight are intended to put the student at ease, while the remainder measure language proficiency. (This document contains the Oral Language Proficiency Scale; the ESOL Placement Interviews, Elementary and Secondary Level; and directions for administering and scoring.) (CP)

ED 179 587 TM 009 879

Oklahoma Educational Status Study. Reading and Math. Grades 3, 6, 9, 12. School Year 1978-79.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date- 79

Note-21p.; Best copy available; For related document, see TM 009 881

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, Basic Skills, *Elementary School Mathematics, Elementary Secondary Education, Grade 3, Grade 6, Grade 9, Grade 12, Minimum Competency Testing, Norms, *Reading Achievement, *Secondary School Mathematics, State Programs, Student Testing, Testing Programs, *Test Results

Identifiers-California Achievement Tests, *Oklahoma, Senior High Assessment of Reading Performance, Test of Performance in Computational Skills

To comply with the Oklahoma legislative intent, a statewide random sample of students in grades 3, 6, 9, and 12 were tested in mathematics and reading. Students in grades 3, 6, and 9 were administered the California Achievement Tests (CAT), reading and mathematics subtests. It was concluded that: more students scored above, rather than below, their grade levels; third graders performed better in reading than in mathematics; there was a wider range of achievement in both areas in grades 6 and 9; Oklahoma students were achieving as well or better than the national norm; there was a relatively low percent of right responses in division in grade 3; and there was a high percentage of ninth graders scoring above the 12.2 grade level in reading and mathematics. Two unnormed minimum competency tests were administered to twelfth grade students: Senior High Assessment of Reading Performance (SHARP) and Test of Performance in Computational Skills (TOPICS). It was concluded that: 90 percent achieved mastery on SHARP; 75 percent achieved mastery on TOPICS; on SHARP, critical comprehension was the poorest skill area; and on TOPICS, scores were higher in basic operations, than on multiple operations, ratios, proportions, bar graphs, and scale conversions. (Results are presented in graphs). (MH)

Allen, William R. Sushak, Ellen A.

Strategies and Processes for Utilizing Statewide Assessment Data to Facilitate Educational Changes at the Local Level. The Minnesota Statewide Educational Assessment Program.

Pub Date-Jun 79

Note-11p.; For related document, see TM 010 034; Paper presented at the Annual Conference on Large Scale Assessment (9th, Boulder, CO, June 25-28, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, Criterion Referenced Tests, Curriculum Evaluation, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Information Utilization, *School Districts, State Departments of Education, *State Programs, State School District Relationship, *Testing Programs

Identifiers-Minnesota, *Minnesota Educational Assessment Program

Characteristics of the Minnesota Statewide Educational Assessment Program, initiated by the state department of education, are: stratified student samples based on five sizes and types of school districts; assessment of academic subject areas in periodic cycles; subject area objectives cooperatively planned with the curriculum unit in the department of education; and construction of criterion-referenced tests by subject specialists and department of education personnel. Other components include: statewide information on student performance; comparison of Minnesota student performance with national groups; conclusions and recommendations for subject area development; a reporting and dissemination plan to improve student performance in problem areas; provision of information to sampled schools for instructional decision; and provisions of materials and data for districts choosing the Piggyback Option. The piggyback program provides local school districts with materials and testing procedures, developed for the state program, to analyze the district's curriculum. All information gathered by the department of education under contract to local school districts is not disseminated at the state level. Local curriculum evaluation includes: reviewing objectives and instruments from the state program; establishing criteria for district student performance; analyzing and summarizing results based on local criteria; recommending and planning improvements; reporting; and identifying and using resources for instructional change. (MH)

ED 179 627 UD 019 929

London, Clement

Some Youth Career and Employment Considerations with Implications for Educational Planning.

Pub Date-Jul 79

Note-19p.; Paper presented at the Annual Institute on Economic Issues for Teachers and Administrators (6th, July 9-19, 1979)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Blacks, *Black Youth, *Career Development, City Problems, *Educational Improvement, Moral Values, Political Attitudes, Secondary Education, *Social Values, *Unemployment, Vocational Education

Blacks carry a disproportionate share of the economic burdens affecting America's people. Moreover, the income and employment discrepancies between black and white families are widening. The economic status of blacks is tied to the state of local, State and Federal government budgets, as well as to the general economy. Thus, the black population is particularly hurt by congressional inaction in the areas of welfare reform, national health insurance, and urban policy. In terms of employment, within almost every subgroup (age and sex), black unemployment rates are more than twice those for whites. Those most affected by recent labor trends are the nation's youth. General problems of youth unemployment are aggravated for blacks because of continuing racial discrimination and because of the fact that blacks are concentrated in central cities where jobs are most scarce. Together with the economic revival of urban areas, educational and job training programs are necessary for minority groups. Career development programs must focus on psychological, moral, political and social values, as well as upon job skills. The collaborative efforts of individuals, families, and religious and community institutions are all important to the development of this educational model. In essence, educational concerns should include the issues of responsibility, civic pride, moral responsibility, leadership, and community service. (Author/GC)

ED 179 647 UD 019 979

Gappert, Gary Ed.

Urban Schools in Urban Systems, Selected Papers.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date-78

Note-279p.; For related documents, see UD 019 980-987; Papers prepared for the National Conference on Urban Education (4th, Philadelphia, PA, November 18-21, 1978)

Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($16.00)

Pub Type- Information Analyses (070) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Administration, Elementary Secondary Education, Financial Policy, Political Influences, *School Community Cooperation, *Urban Education, *Urban Environment, Urban Youth

This volume contains papers which were presented at a conference focusing on the themes of partnership and progress in urban education. The following papers are included: (1) an introduction to the volume, by Gary Gappert; (2) Urban Education: Past, Present and Future,'' by Bernard G. Watson; (3) Variables Affecting the Learning of Inner City Children,'' by Anthony Boardman, David Horowitz, and Ann Lloyd; (4) Mama Talking to Papa Under the Tree,'' by Leah Fitchue; (5) Allocating Opportunities and the Social Economy of Education,'' by John P. Blair; (6) The Educational Priorities Panel: Its Significance as an Educational Change Strategy,'' (8) Two Partnership Models Aimed at Easing Transition from School to the World (8) Two Partnership Models Aimed at Easing Trainsition from School to the World of Work,'' by Andrea Wilson; (9) Towards a Conceptual Model of the Implementation of Management and Planning Systems in Schools,'' by Donald M. Levine; (10) An Initial Formulation: Research, Diagnosis and Development in Urban Education,'' by Gary Gappert; and (11) a bibliography of current published research in urban education, by Marion Chapman and Ellen Newcombe. (GC)

ED 179 687 UD 020 037

Limmer, Ruth

How Well Are We Housed? 2. Female-Headed Households.

Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.

Report No.-HUD-PDR-344(2)

Pub Date-Nov 78

Note-23p.; Photographs may be marginally legible

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Housing, Black Mothers, *Fatherless Family, *Females, *Heads of Households, *Housing Patterns, Minority Groups, Working Women

This summary of data on female-headed households indicates that most live in housing that is older and less adequate than that of the general population; the housing units are more often rented than owned; and women in this category must spend a greater proportion of their income on housing than does the general population. Data also show that if a woman is black or Hispanic, or if she heads a large family, there are even greater disparities between her housing and that of the population as a whole. The report concludes that income, household size, race, and ethnicity condition the probability of a female-headed household living in adequate housing. Statistical tables provide information on physical characteristics of the housing, income level, geographic location and size of city, household size, and other demographic data for the total population, all female-headed households, and black and Hispanic female-headed households. (Author/WP)

ED 179 472 SO 012 185

Juvenile Delinquency: Crime and Justice. Two 9th Grade Social Studies Units.

Wisconsin State Dept. of Education, Madison.
Pub Date-78
Note-103p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adolescents, *Citizenship, Correctional Rehabilitation, Corrective Institutions, *Crime, Criminal Law, *Delinquency, Grade 9, *Justice, Juvenile Courts, Law Enforcement, Learning Activities, *Legal Education, Legal Problems, Role Playing, Secondary Education, Simulation, Social Studies Units

Two social studies units, one on juvenile delinquency and one on crime and justice, are presented for the ninth grade level. The three-week juvenile delinquency unit focuses on special problems that minors face regarding the law. Students learn the difference between juvenile and adult courts and between status and delinquent offenses. In addition to textbook assignments, students view filmstrips, ``You and the Law'' and ``Juvenile Problems;'' role play a visit with the county attorney about family law; hear a resource person from the local child abuse group; and play a simulation game, ``Kids in Crisis.'' In the seven-week crime and justice unit students examine and experience the problems of the criminal justice system. Prisons and the theory of punishment and rehabilitation are also examined. Simulations include a mock trial and a game which gives insight into the work and problems of law enforcement officers. Objectives; key concepts; a daily outline; study guides for textbooks, tests, and attitude surveys; and a bibliography of texts, games, audiovisual materials, and reference books are included for each unit. (KC)

ED 179 519 SP 015 041

Weir, M. Ann

Venereal Disease. A Resource Guide.

Iowa State Dept. of Health, Des Moines.; Iowa State Dept. of Public Instruction, Des Moines.

Pub Date-Nov 78

Note-92p.; For related document, see SP 015 042

Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Communicable Diseases, *Disease Control, *Health Education, Sex Education, Teaching Methods, *Venereal Diseases

Background information concerning the history, nature, and treatment of venereal diseases (VD) is given, and resources for further materials provided. Copies of legislation relating to VD education and control are given, and articles from several popular publications and magazines are reproduced. Charts and graphs illustrating the status of VD transmission as compared with other communicable diseases are also included. (LH)

ED 179 545 SP 015 273

Florio, Susan Walsh, Martha
The Teacher as Colleague in Classroom Research. Occasional Paper No. 4.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Contract-400-76-0073
Note-36p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Observation Techniques, *Educational Researchers, Grade 1, *Interaction Process Analysis, Kindergarten, *Participant Involvement, *Perspective Taking, Student Behavior, Student Teacher

Relationship, *Teacher Attitudes, Teacher Behavior, *Teamwork

This paper traces the evolving relationship of a teacher and a researcher who shared life in a kindergarten/first-grade classroom for an academic year. Their relationship became the basis for new ways of thinking about the social and academic competencies of children in the classroom, and for new ways of thinking about the aims and conduct of classroom researchers. (Authors)

Why Can't I Have a Home?: A Report on Foster Care and Adoption in North Carolina.

Governor's Advocacy Commission on Children and Youth, Raleigh, N.C.

Pub Date-Dec 78
Note-89p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adoption, Caseworkers, Certification, *Child Advocacy, *Child Welfare, Costs, *Foster Children, *Foster Family, Foster Homes, Handicapped Children, *Parents, State Legislation, State Surveys
Identifiers-*North Carolina, *Recommendations

About 10,000 children in North Carolina are removed from their families each year and placed into foster care. The purpose of this study was to determine why children in North Carolina are placed in foster care, what happens to them while they are in care, and under what circumstances they leave foster care. A preliminary field survey was conducted in five counties to get an overview of the way the foster care system was administered. The result of the field survey was used to design the remainder of the study. Statistics and information collected by the state in administering the foster care and adoption program were analyzed. Child abuse, neglect, and the unwillingness or inability of the family to care for the child are the major reasons that children are placed in foster care. Many foster children may be handicapped or have special needs. Most parents have no clear understanding of what is required of them to regain their children. Alternatives to foster care generally are not considered by the social services department. The state of North Carolina is willing to pay 150% more to keep a child outside its own home than it is to permit a child to stay at home. Recommendations for foster care policy are made. (Author/RH)

ED 179 298 PS 011 036

Yawkey, Thomas Daniels Villarreal, Beatrice

Language Learning Through Pretend Play in Young Bilingual-Bicultural Children.

Pub Date- 79
Note-12p.
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Education, *Bilingualism, Early Childhood Education, Language Enrichment, *Language Instruction, *Multicultural Education, *Preschool Children, *Pretend Play, Questioning Techniques, *Second Language Learning, Speech Skills, Story Telling, Teacher Responsibility, Teaching Techniques

Child care programs are ideal places to begin the mastery of both English and a native language. Language growth can be promoted through the use of pretend play. Pretend situations include storytelling, oral drills and poems, riddles and songs. In storytelling activities, it is essential that the adult model language for the children. The children listen very intently to pronunciation, intonation, pitch, stress, rhythm, and tone. Using oral substitution drills with pretend play, the teacher can select nouns, verbs, or adjectives from the native language which can be substituted for English equivalents. Youngsters enjoy going through these drills especially if the teacher varies them. In pretend play, children can assume roles of characters or objects from stories, poems or riddles which they have heard. Oral language techniques such as (a) selective visual attention or questioning, (b) attention to nonvisual stimuli, (c) recall, (d) directed dialogue, and (e) self-monitoring can be used in pretend play. These techniques can all be used in different classroom activities such as storytelling, oral drills and poems, riddles and songs. It is the teacher's responsibility to provide opportunities for children to hear, experience and use their language(s). (Author/RH)

ED 179 319 PS 011 067

Cairns, Nancy U. And Others

Meeting the Educational Needs of Children with Cancer.

Spons Agency-National Cancer Inst. (NIH), Bethesda, Md.
Pub Date-Sep 79
Grant-1R18CA2527101; Pub Type- Reports - Research (143) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Attendance, *Attendance Patterns, *Cancer, Children, Educational Improvement, Elementary Secondary Education, *Exceptional Child Education, Health Personnel, Hospitalized Children, *Interinstitutional Cooperation, *Intervention, *Patients (Persons), Rehabilitation, School Personnel

This paper provides information concerning the school experience of children with cancer and describes a program of intervention by the pediatric psychologist and the oncology nurse-clinician to facilitate the child's successful return to school. School records, including attendance, grades, standardized test scores and teachers' comments, were collected on a group of 116 children currently in treatment for cancer at the University of Kansas Medical Center. Among these patients, the most frequent problem was absenteeism. The high rate of absenteeism was associated with other school difficulties, including declining grades (18.1% of the sample) and failing grades (10.6%). Over 10% of the children had behavior problems (e.g. inattention, acting out). An intervention program was developed to bridge the gap between the hospital and the child's home school. Procedures include: (1) an initial conference with school personnel; (2) printed material concerning the medical and psychological/social aspects of childhood cancer, (3) follow-up consultation as needed, and (4) program evaluation. Results of a pilot project involving 15 children showed that teachers and other school personnel significantly increased their factual knowledge about childhood cancer. Post-intervention attendance improved for those children who were medically able to go to school. Parents and teachers expressed satisfaction with the program. (Author/RH)

ED 179 337 SE 022 925

Bechtel, Robert D. Weaver, J. Fred
A Preliminary Investigation of the Ability of Second-Grade Children to Solve Division Problems Presented in a Physical-Object Mode and in Different Partitive-Measurement Sequences.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCCL-WP-194
Pub Date-Dec 76
Contract-NE-C-00-3-0065
Note-73p.; Report from the Project on Conditions of School Learning and Instructional Strategies
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Division, *Elementary School Mathematics, Grade 2, *Instruction, Learning, Manipulative Materials, Number Concepts, Primary Grades, *Problem Solving, *Research
Identifiers-*Mathematical Sentences

This study focused on (1) the relation or transition between the measurement and partitive settings for division, and (2) the study of these two interpretations in general case where the remainder is not necessarily zero. Ninety-four second-grade pupils from four classrooms (two in each of two schools) were presented, through individual interviews, with two types of division situations. Each problem of either type was presented in an open or a partially structured setting; four problems, one of each of the possible combinations of type and setting, were presented in eight different sequences. A sequence effect was found, suggesting that, without instruction, working one type of problem interfered with rather than facilitated working with the other type. In particular, partitive problems in open settings were solved with less success if they followed other problems. Questions related to the findings are raised, as they pertain to the sequencing of content, related materials, and activities involved in conceptualization of whole-number division. (MS)

Svoboda, William S.
Roles of National Council for the Social Studies Members in Career Education.
National Council for the Social Studies, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-300-78-0480
Note-36p.
Available from-National Council for the Social Studies, 3615 Wisconsin Avenue, NW, Washington, D.C. 20016
Pub Type- Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, Change Strategies, *Curriculum Planning, Decision Making, *Educational Change, Elementary Secondary Education, *Interdisciplinary Approach, Relevance (Education), *Social Studies

The paper describes possible approaches to career education in the social studies curriculum and suggests criteria for decision-making strategies and assessing readiness for change. The first section describes roles of career education in social studies which range from doing nothing to replacing the total present content with career education. The author points out that the integrated approach is the most advocated. In this case, career education is a component or emphasis rather than a course or department. The second section provides considerations for choosing to incorporate career education into the curriculum. Approaches to change are discussed in terms of voluntary and coerced. The conclusion is that since the National Council for the Social Studies promotes the use of the rational decision-making process, faculties should make their decisions about career education by employing this process. Career education could be considered as a complementary alternative within the social studies; as a fundamental part of the back-to-basics movement; and as a means of contributing to the survival of students, teachers, and the social studies. An approach to career education is suggested in which priorities would be taught until mastered. Teachers would teach thoroughly as many of the top priorities as possible, knowing that those they did not complete were lower and of less importance. The conclusion is that social studies should not try to meet all the goals of career education, but rather should utilize the strengths of the discipline. Also, if career education in the social studies is to be successful, personnel will have to desire the change, possess knowledge and skills of infusing, expend effort, and create an amenable environment. (KC)

ED 179 492 SP 012 857

Women in Sports, Spring 1977. Sports Kit.
Women's Equity Action League, Washington, D.C.
Pub Date-78
Note-76p.; Chart of Federal regulations and WEAL publications list not available from EDRS
Available from-WEAL Fund, 805 15th Street N.W., Suite 822, Washington, D.C. 20005 ($4.00)
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Athletic Programs, Audiovisual Aids, *Discriminatory Attitudes (Social), Educational Finance, Equal Facilities, Federal Regulation, *Resource Allocations, *Sex Discrimination, *Sex Fairness, *Womens Athletics
Identifiers-*Title IX Education Amendments 1972, Womens Equity Action League

Information concerning the Washington-based Women's Equity Action League (WEAL), its legislative recommendations, and internship program is presented. Excerpts from Title IX sections applying to sport and a memorandum from the Department of Health, Education, and Welfare (HEW) regarding the legal obligations of school officials are included, as well as an outline of action required by schools to eliminate sex discrimination from athletic programs. A model letter of complaint and a description of HEW's prescribed response are given. A list of organizations concerned with women and girls in sport, a selected bibliography of children's books, an extensive general bibliography, and an annotated compilation of audiovisual materials are all included in this kit. A questionnaire designed to monitor users' needs and two overview papers on the general issue of educational finance, school sport, and sex discrimination complete the material. (LH)

ED 179 608 UD 020 039

Kvasnica, Barbara And Others

Hispanic Health Care Survey of Southeastern Wisconsin.

United Migrant Opportunity Services, Inc., Milwaukee, Wis.

Spons Agency-Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date- 78

Note-158p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Dental Health, Family Planning, Health Insurance, *Health Needs, *Health Services, Medical Services, Mental Health, *Mexican Americans, Physical Health, *Spanish Speaking, *Surveys

Identifiers-*Wisconsin

The results of a study on the health care needs and utilization patterns of Hispanic (primarily Mexican American) families in southeastern Wisconsin are presented in this report. The methodology of the study, which included two surveys in a 9 county area, is described. Findings of the two studies, one focusing on health services utilization by Hispanics and the other focusing on provider resources and services for Hispanic clients, are detailed. For the utilization survey, information is presented on background characteristics, source of health care, health status, dental care, family planning, pregnancy and pre-natal care, mental health, and the health insurance coverage of the survey population. Problems in obtaining health care and services desired by Hispanics are also described. For the provider survey, information is presented on the number of Hispanic clients served, services provided, geographical distance of Hispanic clients from health care providers, availability of bilingual health personnel, barriers to care, and special programs for Hispanic clients. Ways in which health care for Hispanics can be improved are suggested. Appended to the report is a list of pertinent literature reviewed by the surveyors and copies of the survey instruments. (GC)

ED 170 382 SE 028 778

Boyer, Robert And Others

Environmental Studies, Section I: Man's Effect on Nature. Learning Carrel Lesson 8.3: Urban Crisis. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-44p.; For related documents, see SE 028 775-788
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, *Earth Science, *Field Trips, *Higher Education, Individualized Instruction, Instructional Materials, Land Use, *Science Education, Science Instruction, Undergraduate Study, *Urban Environment

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the study guide, script, and instructions for a field trip that relates land use strategies to the urban environment. The slides, audio-cassette tape, and other materials necessary to the lesson are not included. (BT)

ED 179 453 SO 012 153

Solem, Alan And Others
Man as a Species.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-64

Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biology, *Culture, *Evolution, History Instruction, *Human Development, Human Living, Social Studies
Identifiers-Anthropology Curriculum Study Project

Written in 1964, the document represents experimental material of the Anthropology Curriculum Study Project. The objectives of the project were to discuss the evolution of man as distinguished from the evolution of other species and as related to culture, and to emphasize human diversity. Three brief essays are presented. The first, ``The Species Concept,'' explains factors used to determine the classification of animals into species. The second essay, ``Man As A Species,'' defines species as sexually producing organisms that actually or potentially interbreed and produce fertile offspring. The geographical factors of human variation are discussed. The third essay, ``The Species, Man,'' summarizes the characteristics of man by describing anatomical function and comparing man's body with other living creatures. (KC)

ED 179 587 TM 009 848

Ritzler, Barry A. And Others
A Comprehensive Projective Alternative to the TAT.
Pub Date-79
Note-16p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Emotional Response, Higher Education, Negative Attitudes, *Photographs, *Pictorial Stimuli, *Projective Tests, *Response Style (Tests), Scoring, Test Construction, *Visual Measures
Identifiers-Family of Man, *Southern Mississippi Thematic Apperception Test, *Thematic Apperception Test

The Thematic Apperception Test (TAT) was noticed to consist primarily of pictures portraying characters in low-keyed, gloomy situations lacking in vibrance and physical activity. An alternative thematic apperception test was constructed by selecting pictures from the Family of Man photo essay collection. Pictures were selected to provide more positively-toned, active scenes. Eight undergraduate students told stories to 30 TAT pictures and 30 pictures from the new test, referred to as the Southern Mississippi Thematic Apperception Test (SM-TAT). Quantitative scoring of the SM-TAT stories revealed that the new test provided a balance of positively and negatively-toned stories and a variety of action and energy levels for the main character. The TAT, on the other hand, elicited predominantly negatively-toned and low energy stories. The results suggested that the SM-TAT was a feasible alternative to the TAT. (Author/MH)

ED 179 201 JC 790 613

West, Lois
Breaking the Sound Barrier: Working with Hearing-Impaired Adults in an Educational Setting.
North Shore Community Coll., Beverly, Mass.
Spons Agency-Advanced Institutional Development Program Two-Year College Consortium.
Pub Date-79
Note-15p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aurally Handicapped, Community Colleges, *Deaf Education, Deaf Interpreting, *Effective Teaching, Handicapped Students, Hearing Loss, Interpreters, *Junior Colleges, Junior College Students, Lipreading, Nonverbal Communication, Reading Difficulty, Sign Language, Speech Handicaps, Student Teacher Relationship, Teacher Responsibility, Total Communication

College staff must understand the nature of hearing impairment, its effect on communication, and teaching methods that accommodate functional limitations in order to provide for the special needs of deaf students. Since the extent of a student's ability to communicate is determined by whether the student became deaf before or after he/she established the use of English and by his/her degree of hearing loss, the teacher should determine what the student can hear and when his/her hearing was impaired. As lip-reading, speaking, and the reading of abstract and idiomatic language are often problematic for deaf students, especially for those who became deaf at an early age, communication is best facilitated by the use of sign language and an interpreter. To improve the learning environment and compensate for the difficulties that may be encountered in group discussions and in note-taking, the teacher can, among other things, give a visual signal to the student before speaking, use body language, and have a light on, not behind, his/her face. A student's ability to lip-read never replaces the need for an interpreter. Provisions should be made to assure that the interpreter is clearly visible, that the teacher adjusts his/her pace to the interpreter, and that the interpreter is provided with an outline and new vocabulary before the lecture. (JP)

ED 179 389 SE 029 261

Thames, John L., Ed. Fischer, John N., Ed.
Watershed Management in Arid Zones: A Prototype Short Course.
Arizona Univ., Tucson.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C.
Pub Date-75
Contract-AID-CM-TA-147-491
Note-322p.; This volume evolved from a short course given in Saltillo, Mexico in March 1974; Table 3, pages 27-72 marginally legible ; Prepared through the School of Renewable Natural Resources
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Agriculture, Agronomy, *Conservation (Environment), Curriculum Guides, *Developing Nations, Earth Science, *Environment, Harvesting, Higher Education, Meteorology, Natural Resources, *Postsecondary Education, Sciences, Soil Science, *Water Resources
Identifiers-*Arid Zones

Presented is information recommended for inclusion in a short course to help extend knowledge of water resource development and research techniques in arid and semi-arid regions. Information is particularly intended for applicability in developing nations. Included are considerations of livestock grazing, use of hydrologic data, vegetation manipulation, watershed rehabilitation, water conservation practices in arid regions, and control of erosion. (RE)

ED 179 413 SE 029 436

Friedland, James

Huntington II Simulation Program - PH. Student Workbook, Teacher's Guide, and Resource Handbook.

Digital Equipment Corp., Maynard, Mass.; State Univ. of New York, Stony Brook. Huntington Computer Project.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Oct 73
Grant-NSF-GW-5883
Note-62p.; For related documents, see SE 029 434-440 and ED 093 644-645; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Biology, *Chemistry, *Computer Assisted Instruction, Game Theory, Mathematics Education, Models, *Physiology, *Science Education, Secondary Education, *Simulation
Identifiers-*Enzymes

Described is the computer simulation program PH.'' The program consists of three different laboratory investigations dealing with the pH specificity of enzymes. The purpose of the program is to enable tenth- to twelfth-grade students to determine a possible explanation for pH specificity in an experimental, but mathematical, fashion. (Author/RE)

ED 179 520 SP 015 042

David, Vera

Venereal Diseases: A Teachers' Guide.

Iowa State Dept. of Health, Des Moines.; Iowa State Dept. of Public Instruction, Des Moines.

Pub Date-Mar 79

Note-72p.; For related document, see SP 015 041

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Communicable Diseases, *Disease Control, Health Education, Learning Activities, *Sex Education, *Teaching Methods, *Venereal Diseases

Guidelines are given to aid health teachers and school administrators in setting up an effective venereal disease education program. Various learning activities are suggested, along with sample questions students may ask. (LH)

ED 179 540 SP 015 281

Reilly, Thomas

What Research Tells the Coach About Soccer.

Spons Agency-American Alliance for Health, Physical Education,
Recreation and Dance (AAHPERD).
Pub Date-79
Note-70p.
Available from-American Alliance for Health, Physical Education,
Recreation and Dance, 1201 Sixteenth Street, N.W., Washington, D.C.
20036 ($5.95)
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Biomechanics, Competition, Group Dynamics, Physical Activity
Level, *Physiology, *Psychological Characteristics, Psychomotor
Skills, *Scientific Research, Skill Development, *Soccer, Sociology,
*Stress Variables, Training Techniques

A complete profile of the average (male) soccer player is established through the study of ten topflight soccer teams in the United States and abroad. Statistical averages for team age, strength and muscular power, body size and composition, agility and flexibility, lung capacity, and various other physical and physiological characteristics are given. Sociological and psychological profiles of soccer players in general are examined. The demands of competition in differing field positions are discussed, and suggestions are given for training routines to develop overall endurance as well as motor skill. References are included. (LH)

Oklahoma Educational Status Study. Reading and Math. Grades 3, 6, 9, 12. School Year 1977-78.

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-78
Note-21p.; For related document, see TM 009 879; Best copy available
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Basic Skills, *Elementary School Mathematics, Elementary Secondary Education, Grade 3, Grade 6, Grade 9, Grade 12, Norms, *Reading Achievement, State Programs, Student Testing, Testing Programs, *Test Results
Identifiers-California Achievement Tests, *Oklahoma, Senior High Assessment of Reading Performance

The Oklahoma Educational Status Study was conducted to determine student achievement in reading and mathematics. A stratified random sampling of students in grades 3, 6, and 9, were administered the mathematics and reading subtests of the California Achievement Tests (CAT); twelfth grade students were administered only a criterion-referenced test, the Senior High Assessment of Reading Performance (SHARP). For grades 3, 6, and 9, the following conclusions were reached: more students scored above, rather than below, their grade levels in reading and mathematics; third grade students scored higher in reading than in mathematics; students were achieving as well or better than national norms; and at every level, for both reading and mathematics, more students scored above, rather than below, the average. The following objectives were measured by SHARP: following directions, getting information, and using maps and forms. It was determined that: 93 percent achieved at or above the mastery level; students achieved a higher level of mastery in the section on reading for information than on the other two sections; and performed as well or better than students in most other states that have given the test. (MH)

ED 179 008 TM 010 034

A Study of the Piggyback Option of the Minnesota State Assessment Program. A Report Prepared for the Minnesota State Assessment Program, Minnesota Department of Education.

Minnesota State Dept. of Education, St. Paul. Office of Planning and Evaluation.

Pub Date-Feb 79

Note-62p.

Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Curriculum Development, *Curriculum Evaluation, Data Collection, *Educational Assessment, Educational Improvement, Elementary Secondary Education, Geographic Distribution, *Information Utilization, Mathematics Curriculum, *Program Evaluation, Reading Achievement, School Community Cooperation, School Districts, *State Programs, *State School District Relationship, Test Results

Identifiers-Minnesota, *Minnesota Educational Assessment Program

The Local District Assessment Option (piggyback program) is an integral part of the Minnesota Statewide Educational Assessment Program, which provides the 162 participating local school districts with materials and procedures developed for the statewide program. Materials are available in reading, mathematics, social studies, and science for grades 4, 8, and 11, and in reading literacy for senior high schools. Data collection procedures for the evaluation of the local option program included mail surveys and telephone interviews with personnel in participating and nonparticipating districts. Among the conclusions were that the program: functions well and serves as a model for local district evaluation; disseminates information effectively; involves districts in various geographic areas; has not been explained well in nonparticipating districts; has elicited most interest in reading and mathematics components; will emphasize future development in writing, survival mathematics and basic life skills; has adequate reporting methods; is satisfactory in program intent, procedures, activities, and materials; has major impact on curriculum decision making and changes in staffing, testing, materials and instructional strategies, at the district, building, and classroom levels; and provides a high degree of involvement by community members and educational personnel. (Staff questionnaires are appended). (MH)

UD

Physical Education and Athletics: Strategies for Meeting Title IX Requirements. Conference Proceedings. ERIC/CUE Urban Diversity Series, Number 66, August 1979.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. Sex Desegregation Assistance Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Contract-400-77-0071
Note-15p.
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($5.00)
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletics, Elementary Secondary Education, *Equal Education, *Federal Legislation, *Females, *Physical Education, Sex (Characteristics), Sex Differences, *Sex Discrimination
Identifiers-*Title IX Education Amendments 1972

The papers in this collection explore the implications of Title IX in terms of educational equity, analyze sex-related differences between males and females, and outline some strategies for equality in physical education and athletics. Marjorie Blaufarb discusses the physical and psychological inequities that exist in the traditional approach to physical education which provides for separate programs for boys and girls. Dorothy Harris reviews the state of research on physiological sex differences and emphasizes the fact that observed differences are mediated by physical fitness levels rather than by sex. A. Mae Timer examines the requirements of Title IX regulations for physical education and athletics and suggests ways for developing supportive measures necessary to make compliance meaningful. Her paper holds that an understanding of the legal aspects of Title IX and well designed strategies for its implementation may help us to reevaluate current practices and to ascertain whether they contribute to the perpetuation of sex discrimination. (Author/EB)

ED 179 648 UD 019 980

Gappert, Gary
Introduction.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date- 79
Note-21p.; For related documents, see UD 019 979-987; Introduction to collection of selected papers prepared for the National Conference on Urban Philadelphia, PA, November 18-21, 1978)
Available from-Not available separately; See UD 019 979
Pub Type- Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Change Agents, *Educational Change, Elementary Secondary Education, School Community Relationship, *Urban Education

In this introductory discussion to a collection of conference papers on urban education, the aims of the conference and the themes of individual papers presented are outlined. The importance of cooperation between the urban community, businesses, and agencies, on the one hand, and urban educational institutions, on the other, is stressed. (GC)

ED 179 280 PS 010 995

Caylor, Florence B.

Of What Value to Kodaly is Research?

Pub Date-Apr 79
Note-28p.; Paper presented at the meeting of the Organization of American Kodaly Educators (Oakland, CA, April, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Developmental Stages, Early Childhood Education, *Educational Needs, *Educational Research, Methods Research, *Music Education, Research Needs
Identifiers-*Kodaly (Zoltan)

This paper indicates the need for continuing research in music education and emphasizes the relevance of developmental and educational research to the Kodaly program of music instruction. While music research based on Piaget's and Skinner's work has been done, interest in measures of musical aptitude has declined. Music educators especially need evaluative devices that measure objectively some of the elusive factors that make for talent, learning, and achievement in music. Other areas in which further research is advised, such as the effects of music programs in early childhood education, are indicated. A list of studies of possible interest to music educators who use the Kodaly system has been included at the end of the paper. (Author/RH)

Pokorni, Judith

Maximizing the Services of a Mental Health Consultant.

Maryland Univ., College Park. Head Start Regional Resource and Training Center.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-HEW-130-77-4
Note-20p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Consultants, Consultation Programs, Intervention, *Mental Health Programs, Noninstructional Responsibility, Preschool Education, *Preschool Programs, *Program Coordination, *Program Development, Program Planning, Recordkeeping
Identifiers-*Project Head Start

This paper addresses the role of the local Head Start program mental health consultant and outlines ways in which the program can assure optimal use of the consultant's services. The Head Start program incorporates the services of a local consultant to promote the mental health of children and parents. The specialist's role is to assist staff and parents to better understand the relationship between their actions and the affective growth of their children. Successful implementation of the mental health component demands the same type of careful planning and coordination as the other components. The Head Start program staff should consider the following general areas in developing a comprehensive mental health component: (1) coordination of the mental health consultant's services, (2) the specific services to be performed by the consultant, (3) planning meetings to clarify expectations and responsibilities, and (4) procedures for documenting the activities of the mental health component. One staff person should be designated to coordinate mental health component activities. Responsibilities of the consultant include teacher inservice, classroom observation, and teacher/parent consultation. Detailed plans for consultant services should be made early in the year. Forms to use in the mental health component are described and sample forms are included. A consultation model suggesting scheduling and costs is provided. (Author/RH)

ED 179 363 SE 028 779

Boyer, Robert And Others

Environmental Studies, Section II: Energy. Learning Carrel Lesson 6.0: Future Projections. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date- 75

Grant-NSF-GY-9335-EZ

Note-69p.; For related documents, see SE 028 775-788; Contains light type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, *Earth Science, *Energy, Environmental Education, Fuels, *Higher Education, Individualized Instruction, Instructional Materials, Learning Modules, *Natural Resources, *Science Education, Science Instruction, Undergraduate Study

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the study guides and script for a learning carrel lesson on energy, energy policies, and energy resources. The slides, audio-cassette tape, and other materials necessary to the lesson are not included. (BT)

Verwey, C. T.

A Situation Description of the Demographic Distribution, Economic Activity and Level of Education of Zulu Manpower in Kwazulu and the Republic of South Africa, 1970.

University of the Orange Free State, Bloemfontein (South Africa).
Spons Agency-Department of Education, Kwazulu (South Africa).
Pub Date-Feb 78
Note-51p.; Tables on pages 47-52 were removed by ERIC due to poor legibility. Various figures throughout document may not reproduce clearly from EDRS in paper copy due to light and small print type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Demography, Educational Needs, *Educational Planning, Educational Trends, Foreign Countries, Illiteracy, *Manpower Needs, Migration Patterns, Occupational Choice, Population Trends, *Trend Analysis
Identifiers-Africa

Results of a study to determine the future demand for Zulu manpower are reported. The study is a prerequisite for research on integrating education with economic development and manpower needs. Data were obtained from the 1970 population census and were categorized according to the demographic distribution, economic activities, and the educational level of the Zulus. Although results from the 1970 data cannot be applied to present situations, several trends should be considered in relation to educational planning: 1) In 1970 more than one-half of the Zulu population were between the ages of 0 and 15 years, 2) 40% were farm and forestry workers with a low taxable income, 3) the population was distributed mainly in rural areas, 4) part of the population migrated to other areas to work, 5) the larger number of illiterates was among the higher age groups, and 6) the Zulu with high educational qualifications preferred not to be in agriculture. (KC)

Mock Trials: Scripts for Wisconsin Lawyers and Teachers.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Wisconsin Bar Foundation, Madison.
Pub Date-79
Grant-77-16-S-05-7
Note-122p.; Exhibit 5 on page 59 may not reproduce clearly in paper copy from EDRS due to small print type
Pub Type- Guides - Non-Classroom (055) - Creative Works (030)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education, Case Studies, Child Abuse, *Court Cases, Court Litigation, Crime, Justice, Laws, *Legal Education, *Legal Problems, Secondary Education, Traffic Accidents

The document presents scripts prepared by experienced lawyers for seven mock trials. Designed for high school or adult audiences as introductions to the American legal system, the scripts use community lawyers, judges, and law officers as well as actors. Script topics include cases concerning automobile accidents, drunken driving, homicide, burglary, child abuse, and a landlord-tenant dispute. Each case lists and describes the participants, states the general facts of the case, states the facts for each witness, describes the issues, illustrates the exhibits, and suggests jury instructions. Time allotment for each case varies, but should take no longer than two and one half hours. As much verisimilitude as possible in terms of location and participants is encouraged. (CK)

ED 179 493 SP 013 066

Oyster, Nancy
Changes in Body Composition and Strength of Female Athletes on Two Different Training Programs.
Pub Date- 75
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Body Weight, *Cardiovascular System, *Exercise (Physiology), Muscular Strength, *Physical Characteristics, *Physical Development, *Weightlifting, *Womens Athletics

Thirty-one championship caliber women athletes participating on varsity teams at Ohio State University were trained using two different conditioning programs, in an attempt to determine the physiological outcomes of weight training versus cardiovascular-oriented conditioning. Fourteen tennis players followed a program of high-resistance weight training; 19 basketball players used a program emphasizing cardiovascular-endurance activities. Results, largely presented in tabular form, illustrate changes in body composition, muscle girths, and strength, based on t-test analysis methods. Small decreases were found on all of the muscle girth measures for both teams. Neither training program resulted in evident muscle hypertrophy, and the percentage of body fat became relatively equal between teams by the termination of the program. Both teams showed significant lower extremity strength gains. (Author/LH)

ED 170 521 SP 015 083

Klassen, Frank H. Gollnick, Donna M.

Knowledge Interpretation Program: Training Educators to Provide Educational Equity. Final Technical Report.

American Association of Colleges for Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-15 Jul 79
Contract-NIE-R-78-0015
Note-56p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Demonstration Programs, *Equal Education, Inservice Teacher Education, Instructional Materials, *Multicultural Education, Preservice Education, *Program Development, *Teacher Education, Teacher Educators

This report presents descriptions of the products resulting from a project designed to identify, synthesize, and interpret research and exemplary practices for preparing educators in preservice, graduate, and inservice programs to practice educational equity. The following four products were produced: (1) an annotated bibliography of resources for preparing educators to provide educational equity; (2) a collection of nine papers that examine different aspects of educational equity; (3) case studies of 13 teacher education programs; and (4) guidelines toward implementation of multicultural teacher education. A copy of Standards for Accreditation of Teacher Education'' produced by the National Council for Accreditation of Teacher Education (NCATE) is appended. (JD)

ED 170 508 TM 009 848

Dade County Test of Language Development (Receptive). Test 1 Elementary. Aural Comprehension. Test Boooklet. Teacher's Manual. Revised.

Dade County Board of Public Instruction, Miami, Fla.

Pub Date-Sep 76

Note-69p.; Best copy available. Teacher's Manual in English and Spanish

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingual Students, Elementary Education, *English (Second Language), *Language Development, Language Proficiency, Language Tests, *Listening Comprehension, *Listening Tests, Scores, Spanish Speaking, *Student Placement, Student Testing, *Visual Measures

Identifiers-*Dade County Tests of Language Development, Florida (Dade County)

Four booklets comprise this document. One is the Dade County Test of Langugae Development (Receptive), Test 1 Elementary, a series of pictures used to measure the aural comprehension of elementary school students whose primary language is not English. There are English and Spanish editions of the teacher's manual, which include testing instructions and descriptions of five levels of English competence. The fourth section provides the correlation between test scores and the classification of students of limited English speaking ability. The test items cover pronunciation; plurals; comparisons; pronouns; double negatives; contrast of present progressive; contrast of going to, future, present progressive, and preterit; and contrast of affirmative and negative. (MH)

ED 179 320 PS 011 068

Yussen, Steven R. Berman, Linda
Consistency in the Memory Predictions of First, Third, and Fifth Grade Children. Report from the Project on Studies of Instructional Programming for the Individual Student.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-WRDCIS-TR-523
Pub Date-Sep 79
Grant-OB-NIE-G-78-0217
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences, Elementary Education, *Elementary School Students, *Memory, *Recall (Psychological), *Recognition
Identifiers-*Metamemory

A new approach to the study of memory, metamemory,'' takes as its central task the description and explanation of what children know or understand about the nature of memory, the characteristics of their own memories, and the specific techniques they use to store and retrieve information in different task situations. In this study of metamemory, or knowing about knowing, 114 children from first, third, and fifth grade were given four different tasks which assessed their accuracy in predicting future memory. The major goal was to determine if there is cross task consistency in children's metamemorial insight. In addition, actual memory was assessed. Two of the tasks required recall; the remaining two required recognition. For each type, one version involved a word list, the other a sentence list. Contrary to expectation, there was little consistency across tasks in the accuracy with which children predicted recall. Age and type of task did not moderate the weak to modest correlations found. However, in other respects, the findings replicated the major results obtained in previous studies. For recall, children's prediction accuracy increased with age but for recognition there was little change. And for recall (but not for recognition), there was a strong relation between prediction accuracy and actual memory. (Author/RH)

ED 179 338 SE 028 311

Proceedings of the Workshop on Retention of Minority Undergraduate Students in Engineering (Cambridge, Massachusetts, October 30-November 2, 1977).

Massachusetts Inst. of Tech., Cambridge.; National Academy of Sciences-National Research Council, Washington, D.C. Committee on Minorities in Engineering
Pub Date- Apr 78
Note-178p.
Available from-Office of Minority Education, Massachusetts Institute of Technology, 77 Massachusetts Avenue, Cambridge, MA 02139 (no price quoted)
Pub Type- Collected Works - Proceedings (021)
Document Not Available from EDRS.
Descriptors-Academic Achievement, Academic Failure, College Students, *Engineering Education, Financial Support, Higher Education, *Minority Groups, Science Education, *Student Financial Aid, *Students, *Undergraduate Students

The objectives of this workshop, held at the Massachusetts Institute of Technology in 1977, were to form recommendations and to develop strategies for the implementation of these recommendations derived from a thorough review and assessment of the educational experiences of minority undergraduate students in engineering, and to develop strategies for implementing the recommendations. One contribution of the workshop was the definition of the minimum conditions necessary for the structuring, implementing, and evaluating of academic support services designed to reduce the attrition of minority students. Another result was the redefinition of pre-freshman summer academic enrichment projects and college programs. The workshop provided profiles of academic success and failure in engineering degree programs. It also led to an examination of various nonacademic components of university activities affecting academic performance and provided an assessment of funding sources, governance, and organizational structures of support programs for minorities in engineering. (Author/BB)

ED 179 390 SE 029 273

Holzheimer, Diane, Ed.

Appraisal, Children's Science Books, Vol. 12, No. 3, Fall, 1979.

Children's Science Book Review Committee, Cambridge, Mass.

Pub Date-79

Note-64p.

Available from-Editor, Appraisal, 36 Cummington St., Boston, MA 02215 (subscription $6.00/year, $2.00 each)

Journal Cit-Appraisal, Children's Science Books; v12 n3 Fall 1979

Pub Type- Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors-Booklists, *Book Reviews, *Childrens Books, *Educational Resources, Elementary Education, *Elementary School Science, Instructional Materials, Library Material Selection, Science Education, *Science Materials

Presented is a list of children's science books that are rated and annotated by children's librarians and science educators. Included with each book are the age of child for whom it is intended, the price, and the typical bibliographic information. An author-title cumulative index is given for volume twelve. The contributors to the issue are listed on the last page. (SA)

ED 170 414 SE 029 437

Braun, Ludwig Friedland, James

Huntington II Simulation Program - POP. Student Workbook, Teacher's Guide, and Resource Handbook.

Digital Equipment Corp., Maynard, Mass.; State Univ. of New York, Stony Brook. Huntington Computer Project.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Mar 73
Grant-NSF-GW-5883
Note-68p.; For related documents, see SE 029 434-440 and ED 093 644-645; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, *Ecology, Entomology, Environment, Game Theory, Models, *Population Education, *Population Growth, Science Education, Secondary Education, *Simulation, Zoology

Described is the population growth computer model ``POP.'' This program is designed to allow a student with little mathematical background to explore various simple mathematical models of population growth. Student exercises revolve around the growth of a gypsy-moth population. Three variations of population modeling are included in POP: POP 1, simple exponential growth; POP 2, including an environmental limiting factor; and POP 3, a model with an environmental limiting factor and other modifications. (Author/RE)

ED 179 435 SO 012 128

Hahn, Carole L., Ed.
Career Education in the Social Studies.
National Council for the Social Studies, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Grant-300-78-0480
Note-67p.
Available from-National Council for the Social Studies, 3615 Wisconsin Avenue, NW, Washington, D.C. 20016
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Education, *Career Exploration, Elementary Secondary Education, *Interdisciplinary Approach, Learning Activities, Research Projects, Role Playing, *Social Studies, Student Projects

The handbook provides lessons in career education which may be infused into the social studies curriculum in grades K-12. Preceding the lessons, the document describes how the four components of the National Council for the Social Studies Curriculum Guidelines relate to career education. These components are knowledge, abilities, valuing, and social participation. Specific subject areas of anthropology, sociology, history, economics, geography, political science, U.S. and world history, government, and general social studies are discussed. Elementary level lessons include studies of community workers, parents' careers, assembly lines, and house designing. Middle school and middle/high school activities cover using the newspaper, reading maps, role playing, basic research skills in career education, values clarification, applying and interviewing for jobs, and personal finance. High school lessons include publishing a newspaper, examining the impact of underemployment through role play, a tax information and assistance project, investigation of women in the job market, labor-management negotiations, and changing work values. Lessons are outlined according to components, objectives, procedures, and follow-up activities. Suggestions are made as to courses and grade levels, but with slight modification the lessons are appropriate to other topics and grades. An annotated bibliography relevant to career education and definitions of basic career education terms are included. (KC)

ED 179 649 UD 019 981

Boardman, Anthony E. And Others
Variables Affecting the Learning of Inner City Children.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Nov 78
Note-56p.; For related documents, see UD 019 979-987; Paper prepared for the National Conference on Urban Education (4th, Philadelphia, PA, November 18-21, 1978)
Available from-Not available separately; See UD 019 979
Pub Type- Information Analyses (070) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Academic Achievement, Economically Disadvantaged, Elementary Secondary Education, Failure Factors, Inner City, *Learning, *Minority Group Children, Student Attitudes, Success Factors, Teacher Attitudes, Teacher Characteristics, Teaching Techniques, *Urban Environment, *Urban Youth

In examining both non-school and school conditions and resources that may affect learning, this paper focuses on the education of poor, minority, and low achieving inner city children. First, the external environment of urban schools is discussed in terms of structural factors (such as racial isolation and inadequate employment, housing, and social services) which affect the home environment of the urban child. Second, research on cultural similarities and differences in the educational process of inner city children is reviewed. Based on B.S. Bloom's theory of learning, and focusing on the interaction between attitudes and achievement, models are drawn for the education of black, Asian American, and Puerto Rican students. Third, economic literature which addresses the issue of what school resources can enhance the achievement of poor inner city children is reviewed. Among the factors discussed are teacher characteristics, teaching techniques, and school and class size. Finally, the effects of different organizational processes at the classroom, school, and district level on the learning of urban children are analyzed. (Author/GC)

ED 179 669 UD 020 048

Alford, Frank J. DeWolfe, Ruthanne

Equal Opportunity in the Fort Wayne Community Schools: A Reassessment.

Indiana State Advisory Committee to the U.S. Commission on Civil Rights, Indianapolis.

Spons Agency-Commission on Civil Rights, Washington, D.C.

Pub Date-Jul 79

Note-26p.; For a related document see ED 155 251

Pub Type- Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bus Transportation, *Compliance (Legal), *Elementary Schools, Elementary Secondary Education, Federal Regulation, Government Role, *Integration Plans, *School Integration, State Legislation, Teacher Integration

Identifiers-*Indiana (Fort Wayne)

Desegregation of the Fort Wayne, Indiana, schools has been a focus of concern since the 1960s. However, although Fort Wayne has successfully desegregated its secondary schools within the past 10 years, progress to eliminate racial isolation at the elementary school level has been considerably slower. The present study reviews that progress over the past two years. The data on which the report is based were obtained from written statements, letters, personal interviews, and telephone interviews with individuals knowledgeable about the community and its public schools. Additional information was drawn from testimony presented at a 1978 public hearing. The history of school desegregation in Fort Wayne is briefly outlined. The current desegregation climate is described, with a focus on the areas of school reorganization proposals, community response to these proposals, and the involvement of State and Federal agencies in monitoring and in the enforcement of desegregation statutes. Findings of the study are summarized in terms of student and teacher assignment, State directives and guidance, Federal involvement, and coordination between the Federal and State governments in the enforcement of civil rights laws. Recommendations concerning school reorganization, legislative repeal, the development of consistent legal guidelines, cooperation between State and Federal offices, and future investigation and data collection, are presented. (Author/GC)

ED 170 547 SP 015 284

Davidson, Michael S.

Faculty Development in Health Education.

Pub Date-Nov 79
Note-22p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, Compensation (Remuneration), *Educational Objectives, Faculty Development, *Faculty Evaluation, *Health Education, *Organizational Communication, *Professional Recognition, *Program Administration, Program Design

A description is given of the salient factors that should be considered in developing a model program for improvement of college health education faculty. Four major areas critical to this model are identified. First, the overall educational objectives of the institution must be analyzed and understood. Of second importance is the establishment of specific evaluative criteria that may be used as the standard by which faculty members are evaluated in a nonthreatening, supportive way. A reward system, either financial or through other means of recognition of merit, should be instituted as a motivational factor. Sensitive administration of and full communication within the institution are considered essential to the success of such a program. (JD)

ED 179 282 JC 790 615

Steinmetz, Amber, Ed.
American Mathematical Association of Two-Year Colleges Developmental Mathematics Curriculum Committee: Annual Report.
American Mathematical Association of Two-Year Colleges.
Pub Date-Oct 79
Note-23p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Basic Skills, College Mathematics, Community Colleges, Curriculum Development, Electromechanical Aids, Item Analysis, *Junior Colleges, *Mathematics Education, *Mathematics Teachers, Minimum Competency Testing, Program Evaluation, *Remedial Mathematics, Remedial Teachers, Teacher Education, Teacher Qualifications
Identifiers-*Hand Held Calculators

A review of objectives for the current five-year plan (1977-1982) and an annual report outlining progress made during 1979 are presented for each sub-committee of the Developmental Mathematics Curriculum Committee (DMCC) of the American Mathematical Association of Two-Year Colleges (AMATYC). The sub-committee for hand-held calculators outlines a 1979 study in which two developmental mathematics (DM) classes at Utah Technical College one with calculators and the other without demonstrated no significant difference in grade level increase. The sub-committee on testing reports the availability of 800 questions gathered from colleges nationwide and solicits member participation in testing these questions in the classroom. The sub-committee on teacher qualifications reports the continuing, though incomplete, efforts to arrange debates on the necessary qualifications of DM teachers. The sub-committee for liaison reports the failure of its efforts to locate local organizations with interests similar to those of the DMCC. The evaluation model sub-committee, developing a guide for DM evaluation, outlines progress to date on the development of student testing and student, faculty, and administrator evaluation. The sub-committee for a DMCC newsletter reports the establishment of the Two-Year College Math Review,'' to be published independently of the AMATYC Journal. A report for the sub-committee on minimal competencies was not submitted, though its accomplishments through 1978 are listed. (JP)

ED 179 384 SE 028 780

Boyer, Robert And Others

Environmental Studies, Section III: Processes Through Time. Learning Carrel Lesson 8.7: Geologic Time. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-47p.; For related documents, see SE 028 775-788
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, *Earth Science, Evolution, *Geology, *Higher Education, Individualized Instruction, Instructional Materials, *Learning Modules, *Science Education, Science Instruction, Undergraduate Study

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on geologic time. The slides, audio-cassette tape, and other materials necessary to this lesson are not included. (BT)

ED 179 301 SE 029 295

Hamilton, Howard B.

Power Processing, Part 1. Electric Machinery Analysis.

Pittsburgh Univ., Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-70
Grant-NSF-GY-4138
Note-249p.; For related documents, see SE 029 296-298
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*College Science, Curriculum Development, Electricity, Electromechanical Technology, Electronics, *Engineering Education, Higher Education, Instructional Materials, *Science Courses, Science Curriculum, *Science Education, *Science Materials, Scientific Concepts

This publication was developed as a portion of a two-semester sequence commencing at either the sixth or seventh term of the undergraduate program in electrical engineering at the University of Pittsburgh. The materials of the two courses, produced by a National Science Foundation grant, are concerned with power conversion systems comprising power electronic devices, electromachanical energy converters, and associated logic configurations necessary to cause the system to behave in a prescribed fashion. The emphasis in this portion of the two course sequence (Part 1) is on electric machinery analysis. Techniques applicable to electric machines under dynamic conditions are analyzed. This publication consists of seven chapters which deal with: (1) basic principles; (2) elementary concept of torque and generated voltage; (3) the generalized machine; (4) direct current machines; (5) cross field machines; (6) synchronous machines; and (7) polyphase asynchronous machines. (HM)

ED 179 455 SO 012 155

Golden, Susan, Ed.

Work, Family Roles and Support Systems. CEW Series No. 3: New Research on Women.

Michigan Univ., Ann Arbor. Center for Continuing Education for Women.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-78
Note-143p.; Papers presented at a conference entitled ''New Research on Women: Work, Family Roles and Support Systems'' (Ann Arbor, MI, January 17, 1978)
Available from-University of Michigan, Center for Continuing Education for Women, 330 Thompson Street, Ann Arbor, MI 48104 ($4.00)
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Adolescents, Education Work Relationship, Elementary Secondary Education, *Employment Patterns, *Family Role, Fathers, *Females, Friendship, Higher Education, Housing, Income, Interpersonal Competence, Marriage, Medical Education, Mothers, *Occupational Choice, Older Adults, Parent Role, Racial Discrimination, Research Needs, *Sex Discrimination, Socialization, Womens Studies

The volume presents five research papers and sixteen reports of research in progress which examine the relationship of women to work, family roles, and support systems. The papers examine internal factors influencing women's goals, racial differences in why women work, how work and family roles are integrated, class differences as determinants of women's educational choices and their resultant position in the marketplace, wage differences, and differences in values and social competence across generations. Results indicate that current occupational segregation patterns, with the majority of women in low-pay, non-technical jobs, is a result of both employer discrimination and school and family socialization. Also, women may be less attracted to non-traditional fields because of lack of flexibility in work arrangements. Further, white men completed more than twice the amount of on-the-job training than black men, white women, and black women; this condition may partially account for sex and race wage gaps. In examining generational differences, the conclusion is that societal sanctions and supports determine which behaviors and attitudes are likely to be perpetuated. Research in progress examines women faculty, barriers to medical school, male and female physicians, male/female friendships, dual career roles, and marital adjustment. Research needs include investigation into the mechanisms which perpetuate occupational segregation and into the impact of different work-family arrangements on the family and the individual. (Author/KC)

ED 170 474 SO 012 187

Cregier, Don M.

Novel Exposures: A Victorian Studies Course Featuring Contemporary Novels.

Pub Date-79

Note-119p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Audiovisual Aids, Educational Objectives, *English Literature, Higher Education, *History Instruction, *Interdisciplinary Approach, *Novels, Sociological Novels, Sociology

A one-semester undergraduate course which introduces British Victorian culture and society through the examination of ten novels is outlined. The guide is presented in six parts. Part I describes objectives, methods, and evaluation. The course uses the novel as the principal medium for interpreting the institutions, movements, ideas, and personalities of the period. Students meet once a week for lecture/group discussions and once every two weeks for individual interviews with the instructor. The interviews function as oral examinations and tutorials. In addition to responding to study questions, students keep a log in which they write random ideas and observations of their readings. The final grade of the three-credit course consists of group discussions, tutorials, midterm and final examinations, and the log. Part II describes course materials. Novels include Tom Brown's School Days'' (Hughes), Oliver Twist'' and Hard Times'' (Dickens), Mary Barton'' (Gaskell), The Way of All Flesh'' (Butler), Jude the Obscure'' (Hardy), The Prime Minister'' (Trollope), The Secret Agent'' (Conrad), New Grub Street'' (Gissing), A Man of Property'' (Galsworthy), and Ann Veronica'' (Wells). A list of audiovisual aids is also included. Part III contains briefings for each novel which include a biographical note about the author, a commentary on the novel's publication history, author's intent, critical reaction, an outline and analysis of the book, recommended background readings, and study questions. Part IV provides abstracts of twelve lectures and Parts V and VI contain a selected bibliography and a list of twenty additional novels. (KC)

ED 179 494 SP 013 174

Kallos, Daniel

The Study of Teaching Methods in Higher Education: Some Lessons from Research. Pedagogical Bulletin, No. 4.

Spons Agency-Office of the Chancellor of the Swedish Universities, Stockholm. Dept. of Educational Research and Development.

Pub Date-76

Note-22p.; Paper presented at the Congress of the European Association of Research and Development in Higher Education (2nd, Louvain-La-Neuve, August 30-September 3, 1976)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Economic Factors, Educational Demand, *Educational Psychology, *Educational Research, Foreign Countries, *Higher Education, Psychometrics, *Research Methodology, *Research Problems, Social Stratification, *Social Structure, *Teaching Methods

Identifiers-*Sweden

As expressed in this essay, the basic aim of pedagogical research on teaching methods should be to describe existing practices and to work out theories which will allow researchers to explain the causal relationships leading to extant teaching practices, which in their own turn reinforce the existing educational pattern. Research in the area of university-level instruction has consistently ignored the economic and social factors that contribute to the overall reality of university education. The study of teaching must be linked to the determinants of that activity, i.e., meaningful research cannot exist at the universities unless it is defended and anchored in political, social, and economic understanding. (Author/LH)

ED 179 522 SP 015 103

Rohrkemper, Mary M. Brophy, Jere E.

Influence of Teacher Role Definition on Strategies for Coping With Problem Students. Research Series No. 51.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 79
Contract-400-76-0073
Note-27p.; Paper presented at the annual meeting of the American Educational Research Association (San Francisco, CA, 1979)
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.00)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Patterns, *Coping, Discipline Problems, Elementary Education, *Problem Children, Problem Solving, *Role Perception, Socialization, *Teacher Behavior, *Teacher Role, Teaching Styles

An investigation concerned with teacher styles and strategies for coping with problem students suggests that role definition may not be as important a teacher variable as originally postulated. Thirty-seven experienced elementary school teachers were observed to determine overall management skill level and actual response to problem behavior. Teachers were divided into two role orientations: one group stressed the instructional role and the other the socializational role. Following observation, teachers responded to a series of written vignettes depicting 12 types of problem student behavior. While both teacher role emphasis and ability did affect teacher responses, the most powerful factor was the type of student behavior depicted. The research suggests that socialization problems (disobedience or disruption) provoke more intense and less effective teacher responses than do instructional problems. (Author/LH)

McMillan, James H.

Attitudes Toward School Subjects: A Review of Influences.

Pub Date- 77
Note-35p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Changing Attitudes, Classroom Environment, Curriculum, *Educational Research, Intellectual Disciplines, Motivation Techniques, Positive Reinforcement, *Predictor Variables, *Program Attitudes, School Attitudes, *Student Attitudes, Student Motivation, Student Teacher Relationship, Success Factors, Teacher Attitudes, *Teacher Influence, Teaching Methods
Identifiers-Effort

Research which has investigated factors affecting pupils' attitudes toward school subjects is reviewed, examining descriptive, correlational, and experimental research on students' attitudes toward several different school subjects at various grade levels. Although many weaknesses exist in the methodology and theoretical basis of much of the research, several conclusions are warranted. The teacher, through personal enthusiasm, relationships with students, and the establishment of a positive classroom learning environment, is seen as an important factor in affecting attitudes. Reward-giving is not clearly related to attitude development, and instructional methods or curricula do not seem to influence attitudes significantly. (A bibliography is appended.) (Author/MH)

ED 179 589 TM 009 882

Scheiner, Louis

A Parent Satisfaction Survey for Project PEACH. Report Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Mar 79

Note-35p.; For related document, see ED 159 208

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Exceptional Child Services, *Handicapped Children, Hearing Clinics, Individualized Programs, Language Skills, Parent Participation, *Parent Reaction, *Preschool Children, Preschool Education, *Program Evaluation, Speech Clinics, *Student Improvement, Testing Programs

Identifiers-Individualized Education Programs, Pennsylvania (Philadelphia), Philadelphia School District PA, *Project PEACH

A questionnaire was designed to determine parent perceptions of and degree of satisfaction with the services provided by Philadelphia's Prescriptive Educational Approach to Children with Handicaps (Project PEACH). Project PEACH provided diagnostic, referral, and prescriptive educational services for preschool children. Five areas were covered by the questionnaire: testing and evaluation; Individualized Education Program (IEP) and Multidisciplinary Team (MDT) process; services provided; personal involvement of parents; and children's progress. Of the respondents, three-quarters were satisfied with the testing and evaluation; two-thirds were satisfied with the IEPs; 90 percent were pleased with the services provided; two-thirds were able to observe teachers working with their children; and 56 percent were satisfied with their children's progress. The skill areas in which parents believed their children showed improvement were: language; self-help; social; attentiveness; gross motor; and fine motor. (The questionnaire and responses are appended). (MH)

ED 179 629 UD 019 934

National Advisory Council on Equality of Educational Opportunity, Final Report.

National Advisory Council on Equality of Educational Opportunity.
Pub Date-30 Sep 79
Note-214p.; For related documents see ED 145 062 and ED 164 657; Best copy available
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Educational Policy, Elementary Secondary Education, *Federal Aid, *Federal Programs, Financial Support, *Minority Group Children, *Program Administration, *School Integration, *Statistical Data
Identifiers-*Emergency School Aid Act 1972

Section 716 of the Emergency School Aid Act (ESAA) provides for the establishment of a fifteen member National Advisory Council on Equality of Educational Opportunity (NACEEO). The purpose of the Council is to oversee the major functions of ESAA which are to provide financial assistance to aid in the school desegregation process. In this final report of the Council, its operations are reviewed. Major activities undertaken during the past six years are described. These activities included site visitations, attendance at state conferences, a review of the management of specific programs, and the sponsorship of public hearings and meetings in eleven states. Recommendations for the future of specific ESAA programs, activities, and legislation are suggested. An analysis of the Council's effectiveness is included. Specific provisions of ESAA and NACEEO recommendations with regard to them are presented in chart form. An extensive appendix includes statistical information on ESAA implementation. It also includes a report on Federal assistance to desegregating school districts, which contains data on specific distribution of funds to ESAA programs. (PMR)

ED 179 281 PS 010 998

Caylor, Florence B.
Music for Our Children's Children.
Pub Date-9 Aug 79
Note-47p.; Paper presented at the International Symposium of the International Kodaly Society (4th, Sydney, Australia, August 9, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Development, *Developmental Stages, Early Childhood Education, *Educational Change, *Educational Planning, Global Approach, *Music Education, Teaching Methods
Identifiers-*Kodaly (Zoltan)

This paper relates problems of today's world to music education in general, and the Kodaly program in particular. An eclectic approach to developing music instruction based on the work of Suzuki, Orff and Kodaly is suggested and the principles of instruction formulated by Zoltan Kodaly are reviewed. (Author/RH)

ED 179 300 PS 011 038

Herrenkohl, Roy C. Herrenkohl, Ellen C.

Deficiency of Maternal Approval in the Abusive Family Environment.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Sep 79

Contract-MH-26291; OHD-90-C-428

Note-14p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Abuse, Child Welfare, Cognitive Development, Comparative Analysis, Factor Analysis, Family Environment, *Interaction Process Analysis, *Mothers, Nonverbal Communication, Parent Attitudes, *Parent Child Relationship, Parent Influence, *Preschool Children, *Speech Communication, Verbal Communication

This study examines the hypothesis that the lack of parental approval of the child characterizes child-abusing families. As part of a larger study of the coping styles of such families, a variety of verbal and non-verbal behaviors in parent-child interactions was examined. Subjects were 80 mother-child pairs from among four groups of comparable SES: (1) families served by a child welfare agency, formally charged with child abuse; (2) families served by a child welfare agency but not charged with abuse; (3) families served by Head Start but not by a child welfare agency; and (4) families served by a day care program but not by a child welfare agency. The interactions involved four types of activities: puzzles, play-doh, felt board, and story-reading. In addition to the interaction observations, several other assessment procedures were used in the study. Mothers were interviewed, and children were administered the McCarthy Scale of Mental Abilities and observed in their preschool classrooms. Results of multiple regression analyses, with income and age of child controlled (average age 52 months), showed that abuse group mothers manifested less approval behavior than control group mothers. Examination of zero-order correlations indicated that lower amounts of approval behavior were related to the mother's child-care responsibilities, observed parental detachment, number of mother-child separations, and the child's cognitive ability. (Author/MP)

ED 179 321 PS 011 077

Sundel, Martin And Others

State Child Welfare Program Self-Assessment Manual.

Urban Inst., Washington, D.C.
Spons Agency-Children's Bureau (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-79-30234
Pub Date-Jul 79
Contract-HEW-105-75-1113
Note-529p.; For related documents, see PS 001 000-001 ; Some pages may not reproduce clearly due to dark background
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-*Adoption, *Check Lists, *Child Welfare, Counseling, Day Care Programs, Family Planning, Foster Family, Home Visits, Manuals, *Outreach Programs, *Program Administration, *Program Evaluation, Residential Care, *Resource Materials, *Social Services
Identifiers-Preventive Services, Protective Services

This manual provides a systematic method for administrators and child welfare specialists to assess a child welfare service delivery system. The management of child welfare programs is considered within the framework of five management functions: planning, resource development, implementation, monitoring and evaluation. The manual contains seven major sections. The first section provides an introduction to the manual, its conceptual framework, contexts and use. The second section addresses the five management functions. The next five sections cover five child welfare programs: Preventive Services, Protective Services, Foster Family Care, Residential/Group Care, and Adoption Services. The management section and the five program sections contain two parts. The first part is a checklist consisting of a series of goal statements, each one addressing an issue related to the management functions.

Criterion questions requiring responses accompany each goal statement to provide objective criteria relevant to goal achievement. The second part of each section consists of resource materials that address the issues covered in the goals and criterion questions. The resource sections (1) discuss the approaches, findings and conclusions of selected authors, (2) give examples of preferred practices, and (3) provide recommended follow-up references. (Au/RH)

RC

ED 170 339 SE 028 547

Williams, Martha

Program Managers' Guide to Designing Needs Assessment. Draft Version.

Network of Innovative Schools, Inc., Andover, Mass.
Pub Date-Aug 78
Note-9p.; Paper presented at the National Dissemination Forum (Arlington, VA, August, 1978)
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Needs, Evaluation, *Evaluation Methods, Innovation, *Needs, *Needs Assessment, Objectives, *Planning, *Resource Allocations

The primary assumption behind the development of this guide is that program managers, faced with the responsibility of designing and planning an educational program, or modifying an existing resource system, might profit from a better understanding of the nature of needs assessment. The first section of this guide presents an overview of needs assessment as a context in which program managers can consider the nature of needs assessment relative to their situation. Key elements common to most needs assessment approaches are presented. The second section describes commonly used approaches to data gathering and their principle applications. The third section contains considerations for needs assessments and the remaining section characterizes effective needs assessment. (Author/RE)

ED 179 415 SE 029 438

Frishman, Austin

Huntington II Simulation Program - RATS. Student Workbook, Teacher's Guide, and Resource Handbook.

Digital Equipment Corp., Maynard, Mass.; State Univ. of New York, Stony Brook. Huntington Computer Project.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-May 74
Grant-NSF-GW-5883
Note-70p.; For related documents, see SE 029 434-440 and ED 093 644-645; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*City Problems, *Computer Assisted Instruction, Conservation Education, *Economic Disadvantagement, Environment, *Environmental Education, Game Theory, Instructional Materials, Pesticides, Rats, Rodenticides, Science Education, Secondary Education, *Simulation, *Urban Environment

Presented are instructions for the use of "RATS," a model simulating the dynamics of a rat population in either a city or an apartment house. The student controls the conditions of growth and sets the points at which the computer program prints reports. The rat population is controlled by variables including garbage levels selected for the site, and types and quantity of poison applied. At the end of the simulation, the program prints details on the nature of the rat population, the dollar value of damage done by the rats, cost of poison, and amount of poison left uneaten. (Author/RE)

ED 179 430 SO 012 129

Switzer, Kenneth A. Mulloy, Paul T.

Global Issues: Activities and Resources for the High School Teacher.

Denver Univ., Colo. Center for Teaching International Relations.; ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-79

Contract-400-78-0006

Note-172p.

Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($7.95)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Civil Liberties, Conflict, Economic Development, Economics, Educational Objectives, Energy, Environmental Influences, *Global Approach, Instructional Materials, Learning Activities, Natural Resources, Secondary Education, *Social Studies Units, Teaching Methods, *World Affairs, *World Problems

The book is an introduction to teaching about contemporary global concerns in the high school social studies classroom. It contains background and lesson plans for seven units in addition to 39 reproducible student handouts, annotated lists of other good classroom resources, and a guide to sources of teaching materials on global issues. Topics covered include an introduction to the concept of global awareness, world trade and economic interdependence, global conflict and the arms race, economic development and foreign aid, environment and technology, energy and natural resources, and human rights. For each unit, two lesson plans are offered, with suggestions for topics and courses, time allotment, instructional objectives, and teaching methods for introducing, developing, and concluding the lesson. Student handouts offer materials for the learning activities such as relevant statistics and graphs, attitude tests, news media analysis, ranking nations, scenarios, discussion questions, decision-making and role-playing exercises, and case studies. Primary and supplementary sources are listed in an annotated bibliography for each unit, including materials such as books, films, simulations, games, pamphlets, and filmstrips. An appendix lists publishers of the classroom materials with their addresses. (CK)

ED 179 548 SP 015 288

Planning Facilities for Athletics, Physical Education and Recreation. Revised.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD).; Athletic Inst., North Palm Beach, Fla.

Pub Date-79

Note-250p.; Photographs may not reproduce clearly

Available from-AAHPERD Publication Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($[illegible]5.95)

Pub Type- Guides - Classroom - Learner (051) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Athletics, Building Design, Construction Needs, *Facility Guidelines, Facility Improvement, *Facility Planning, Facility Requirements, Parks, *Physical Education, *Physical Education Facilities, Playgrounds, *Recreational Facilities, Site Selection, Swimming Pools

This revised edition includes new material recommended by a panel of experts in the field of recreational planning. The following topics are covered: (1) the planning process; (2) indoor facilities; (3) outdoor facilities; (4) indoor and outdoor swimming pools; (5) encapsulated spaces and stadiums; (6) service areas; (7) recreation and park facilities; (8) planning for the handicapped; and (9) trends in facility planning. The book is illustrated with photographs and diagrams of the facilities under discussion. (JD)

ED 179 609   UD 019 711

Scott, Elois M. Skeen

Buffalo Public Schools Spanish-English Program Evaluation 1977-1978.

Pub Date- 79

Note-23p.; For related documents see UD 019 673-676 and UD 019 712-713

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Admission Criteria, *Bilingual Education, *Compensatory Education Programs, *Educational Improvement, Elementary Secondary Education, *Federal Programs, Inservice Teacher Education, Program Coordination, *Program Effectiveness, *Program Evaluation, Teacher Aides, Teacher Attitudes

Identifiers-*Elementary Secondary Education Act Title I, New York (Buffalo)

This evaluation report presents the results of a survey of staff members participating in a Title I bilingual education program in Buffalo. Included are the questions that were asked of bilingual teaching personnel and bilingual aides during the course of the evaluation. Specific issues addressed include the value of inservice programs, student selection criteria, student characteristics, classroom management, program coordination, and staff responsibilities. A discussion of each question summarizes the opinions of the staff members about the program and its impact. Recommendations made by the staff members and observations and recommendations made by the evaluator concerning the effectiveness and improvement of the program are outlined. (EB)

ED 170 650 UD 019 982

Fitchue, Leah Gaskin
Mama Talking to Papa Under the Tree.''
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Nov 78
Note-9p.; For related documents, see UD 019 979-987; Paper presented at the National Conference on Urban Education (4th, Philadelphia, PA, November 18-21, 1978)
Available from-Not available separately; See UD 019 979
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-*Academic Achievement, *Black Mothers, *Black Youth, Elementary Education, Failure Factors, Parent Attitudes, *Parent Role, *Self Concept, Success Factors

Among blacks of low socioeconomic status, mothers have a particularly important role to play in determining the academic paths of their children in public schools. In research conducted by Dr. Virginia Shipman, key indices for minority student academic achievement have been shown to be (1) the extent of maternal encouragement and involvement with the child in school-related tasks, and (2) the mother's achievement expectations for her child. Shipman's research confirms that poor black children tend to do well in school up to the second or third grade, until their self esteem begins to fade and they begin to engage in self-destructive behavior. Since, as psychologist Na'im Akbar has pointed out, behavior which goes against self preservation is abnormal for any living species, it is wrong to expect that black children will be self-destructive. Rather, they should be expected and encouraged to succeed; their mothers' attitudes are most important in this regard. (Author/GC)

ED 170 282 PS 010 999

Oelerich, Marjorie L.
Kindergarten: All Day Every Day?
Pub Date-Apr 79
Note-9p.; Paper presented at the National Conference of the Association for Childhood Education International (St. Louis, MO, April 8-13, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement, Comparative Analysis, Early Childhood Education, *Kindergarten, Kindergarten Children, *Learning Readiness, Performance Criteria, *Scheduling, School Schedules, *Time Factors (Learning)
Identifiers-*All Day Kindergarten, *Half Day Kindergarten

This paper reports findings that all-day every-day educational programs have positive effects on kindergarten children. Also included is a Minnesota Association for Childhood Education (MACE) position paper which advocates the provision of full-day kindergarten programs and details seven criteria that a quality full-day program must meet. Efforts to measure kindergarten performance among children experiencing three attendance patterns (all-day every-day, half-day every-day, all-day alternate-day) are briefly discussed. (Author/RH)

ED 178 365 SE 028 781

Boyer, Robert And Others

Environmental Studies, Section III: Processes Through Time. Learning Carrel Lesson 6.8: Long Term Events. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-42p.; For related documents, see SE 028 775-788; Contains occasional light type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, Earth Science, Evolution, *Geology, *Higher Education, Individualized Instruction, Instructional Materials, *Learning Modules, *Science Education, Science Instruction, *Time, Undergraduate Study

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on processes and changes that have happened on earth over long time intervals. The slides, audio-cassette tape, and other materials necessary to the lesson are not included. (BT)

ED 179 670 UD 020 049

Supreme Court of the United States, Syllabus. Board of Education of the City School District of New York et al. v. Harris, Secretary of Health, Education, and Welfare, et al. Certiorari to the United States Court of Appeals for the Second Circuit, No. 78-873.

Supreme Court of the U. S., Washington, D.C.
Pub Date-28 Nov 79
Note-37p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Black Teachers, Equal Opportunities (Jobs), *Federal Aid, Minority Group Children, *Minority Group Teachers, *Racial Discrimination, *Supreme Court Litigation, *Teacher Placement
Identifiers-Emergency School Aid Act 1972, *New York City Board of Education v Harris

The Emergency School Aid Act (ESAA) states that the Act's purpose is to provide Federal assistance to eliminate minority group segregation among students and faculty in elementary and secondary schools. One section of the Act declares an educational agency ineligible for assistance if it has in effect any practice which results in disproportionate dismissal, demotion, hiring, promotion, or assignment of minority personnel. The request of the Board of Education of the City School District of New York for funds under ESAA was denied by the Department of Health, Education and Welfare (HEW), because of a study showing racially disproportionate assignment of minority teachers. The Board of Education then brought suit in District Court and presented justifications for the statistical disparities. The District Court remanded the case to HEW for further consideration. HEW determined that the justifications did not adequately rebut the evidence, and the District Court thereupon upheld HEW's finding of ineligibility. The Court of Appeals rejected New York City's contention that HEW was required to establish that the statistical disparities resulted from purposeful or intentional discrimination in the constitutional sense. The Court held that: (1) discriminatory impact is the standard by which ineligibility under ESAA is to measured; and (2) a prima facie case of discriminatory impact may be made by a proper statistical study, and the burden of rebutting such a case is on the petitioner. The Supreme Court affirmed the judgment of the Court of Appeals. (RLV)

ED 170 283 JC 790 635

Morsch, Joseph E. And Others
Student Achievement as a Measure of Instructor Effectiveness.
Air Force Personnel and Training Research Center, Lackland AFB, Tex.
Pub Date-14 Mar 55
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains, *Effective Teaching, *Evaluation Criteria, Evaluation Methods, Military Personnel, Military Training, Peer Evaluation, Performance Based Education, Performance Tests, *Predictive Validity, Predictor Variables, Student Evaluation of Teacher Performance, Teacher Characteristics, *Teacher Evaluation, Teacher Qualifications, Technical Education, Vocational Education Teachers

Using an eight-day hydraulics maintenance course taught by 121 instructors on a regular basis to classes of about 14 students using the same classrooms and materials, the Air Force conducted a study designed to determine instructor measures which correlate with, and are therefore predictive of, student achievement. The study report first discusses the problem of measuring student achievement, including the ceiling effect'' induced by inadequate precourse tests, the contamination of test results and rating measures, and the frequent lack of adequate samples of teachers imparting the same subject matter to similar students in the same learning environment. A description of the study methods and instruments follows, by which student gains criteria (as measured by a pre-course exam, a written post-test, and a performance examination) are correlated with instructor variables determined by peer and supervisor evaluation and by tests used to measure instructors' subject knowledge and general intelligence. The report then outlines the statistical criteria interrelations and validities and summarizes the study conclusions. Major findings include the result that students' ratings of instructors' subject knowledge produced significant correlation with instructors' proficiency tests while peer and supervisor ratings did not significantly correlate with student gains criteria. (JP)

ED 170 392 SE 029 298

Hamilton, Howard B.

Problem Manual for Power Processing, Part 1. Electric Machinery Analysis.

Pittsburgh Univ., Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-70
Grant-NSF-GY-4138
Note-40p.; For related documents, see SE 029 295-298

Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Science, Curriculum Development, Electricity, Electromechanical Technology, Electronics, *Engineering Education, Higher Education, Instructional Materials, *Problem Solving, Science Courses, Science Curriculum, *Science Education, *Science Materials, Scientific Concepts

This publication was developed as a portion of a two-semester sequence commencing at either the sixth or seventh term of the undergraduate program in electrical engineering at the University of Pittsburgh. The materials of the two courses, produced by a National Science Foundation grant, are concerned with power conversion systems comprising power electronic devices, electromechanical energy converters, and associated logic configurations necessary to cause the system to behave in a prescribed fashion. The emphasis in this portion of the two course sequence (Part 1) is on electric machinery analysis. This publication is the problem manual for Part 1, which provides problems included in the first course. (HM)

ED 179 475 SO 012 189

McTeer, J. Hugh Jackson, Barry N.
A Multi-Media Approach to Teaching Local Government on the Secondary Level.
Pub Date- 79
Note-38p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Government (Course), *Audiovisual Aids, *Citizenship, Computer Assisted Instruction, Electric Circuits, Field Trips, *Local Government, News Media, Secondary Education, Slides, Social Studies, Teacher Developed Materials, Transparencies, Voter Registration

The document offers numerous examples of using the media in teaching local government and explains how to create appropriate materials. Suggestions are to collect news from newspapers and to record news and forum discussions on local radio stations. Forms and pamphlets can be collected from offices of the court clerk, probate judge, tax commissioner, police department, zoning commissioner, and voter registrar. Detailed instructions for preparing and showing slides are provided and topics are suggested. Slide shows could depict activities of the police department, courts, correctional facilities, and county commissioners. Transparencies of county maps, floor plans of the courthouse, organizational charts, methods for computing taxes, and current issues may also be prepared. Special techniques involve use of circuit boards and computer aided instruction. Circuit boards are easily constructed devices which signal correct responses with lights or buzzers. Steps for construction are provided. Computers may be used for individualized instruction, pre- and posttests, and games. Finally, field trips and a voter registration program are suggested. (KC)

ED 170 495 SP 013 458

Wichmann, Theodore F., Ed.

The Role of the Wilderness Experience in the Treatment of the Youthful Offender: A Conference Report (Southern Illinois University at Carbondale, March 4-6, 1977).

Pub Date-Mar 77

Note-55p.; Not available in paper copy due to marginal legibility

Available from-Touch of Nature Environmental Center, Southern Illinois University, Carbondale, Illinois 62901 ($3.00)

Pub Type- Opinion Papers (120) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Involvement, Counselor Role, Counselor Training, *Delinquent Rehabilitation, *Delinquents, Evaluation Methods, *Program Development, Program Evaluation, *Rehabilitation Programs, *Resident Camp Programs

Identifiers-*Wilderness Programs

This report chronicles a workshop intended to speak to the needs of directors and instructors working in established wilderness rehabilitation programs for delinquent youth. Issues such as the formation of a professional association, the need for future conferences, and the development of reliable communication channels within the field are considered. Position papers are presented on the need for community involvement and follow-up in wilderness experience programs, the relationships created between young participants and adult instructors, the application of role theory to these relationships, and the needs for a staff training and program development, as well as evaluation methods for wilderness programs and staff. Examples of various forms and questionnaires used during the conference are included, and a listing of participants is appended. (LH)

ED 179 523 SP 015 106

Seiferth, Berniece B. Purcell, Thomas D.
Student Teachers in Three States Look at Their Problems and Preparation.
Pub Date-79
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment Problems, Class Management, Discipline, Field Experience Programs, *Program Evaluation, Student Teacher Relationship, *Student Teachers, Surveys, *Teacher Attitudes, *Teacher Education, Teaching Experience

The purpose of this study was to determine perceptions of student teachers concerning student teaching and to examine their perceptions of the adequacy of their college course work. Subjects for the study were 137 student teachers from five universities. Respondents to the questionnaire used in this research were asked to evaluate problems in the areas of personal adjustment, discipline, work adjustment, and materials-related problems. They were also asked to indicate how well they thought their college training was preparing them to meet these problems. Items of greatest difficulty were dealing with student discipline, finding too little time for individual instruction, and coping with student inability to follow directions. College training appeared to be weakest in preparing student teachers for financial difficulty involved in student teaching, handling racial problems in the classroom, and dealing with discipline problems. (JD)

ED 179 540 SP 015 287

Ladd, Wayne M., Ed. Lumpkin, Angela, Ed.

Sport in American Education: History & Perspective. History of Sport and Physical Education Academy Symposia (March 24, 1977 and April 8, 1978).

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

Pub Date-79

Note-144p.

Available from-AAHPERD Publications Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($7.00)

Pub Type- Creative Works (030) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Athletic Programs, *Athletics, City Problems, Cocurricular Activities, Colleges, *Educational History, Nonformal Education, Politics, Program Development, Public Schools, *Socialization

The foundations of the educational sporting heritage are examined in this collection of articles. The book is divided into two topical sections Interscholastic Sport and Intercollegiate Sport. Both units are introduced by a study of a significant individual who was either a leader in or a reflector of sport in education, and are followed by papers which expand on historical foundations of specific aspects of educational sports. (JD)

ED 179 570 TM 009 850

Correlation of School Instructional Materials to the Social and Prevocational Information Battery.

Texas Education Agency, Austin. Learning Resource Center.
Pub Date-May 79
Note-62p.
Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adolescents, Basic Skills, Criterion Referenced Tests, *Daily Living Skills, *Educable Mentally Handicapped, High School Curriculum, *Instructional Materials, *Prevocational Education, *Resource Guides, Secondary Education, Self Care Skills, Test Validity, Vocational Maturity
Identifiers-Individualized Education Programs, *Social and Prevocational Information Battery

Selected curricula and instructional resources are correlated to items within each subtest of the Social and Prevocational Information Battery (SPIB). SPIB tests include: purchasing habits; budgeting; banking; job-related behavior; job search skills; home management; health care; hygiene and grooming; and functional sign reading. The selections are representative of materials available commercially to train handicapped students and are intended as guidelines in developing Individualized Education Programs (IEP). The information is contained in three columns: (1) the name of the SPIB subtest and related items; (2) names of curricula related to the test items; and (3) instructional resources which pertain to a subskill in the test area. The columns for curricula and resources are not interrelated but each is relevant to the test area. Bibliographic information on the curricula and publishers' addresses are appended. (MH)

ED 179 590 TM 009 883

Skoczylas, Rudolph V.

English Phonemic Unit Production Test.

Pub Date-72
Note-4p.
Available from-R.V. Scoczylas, 7649 Santa Inez Court, Gilroy, CA 95020 (specimen copy, $0.50; 20 forms, $3.00; cassette tape, $4.00)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *English (Second Language), Higher Education, *Language Proficiency, Language Tests, Phonemes, *Pronunciation, *Rating Scales, Spanish Speaking, Test Reliability, Test Validity
Identifiers-*English Phonemic Unit Production Test

The English Phonemic Unit Test measures the ability to produce difficult English sounds which must be mastered to speak English well. The test has been used with students from kindergarten to college. The instument was consensually validated by bilingual specialists, after analyzing the test according to contrastive analysis procedures applied to both English and Spanish. Additional sounds, identified by teachers of English as a second language, have been incorporated into the test. The test-retest reliability coefficient was .81. (Two forms of the test each containing thirty-six sentences are listed on the scoring sheet for the 1972 revised edition of this test). (MH)

ED 179 630 UD 019 943

Harty, Harold Smith, Bonnie

Preservice Teachers' Self-Concept from the Campus thru Early Field Experiences in Multicultural Settings.

Pub Date- 76
Note-16p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 019 944
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Involvement, Disadvantaged Groups, *Elementary School Teachers, Higher Education, *Methods Courses, *Multicultural Education, *Preservice Education, *Self Concept, Teacher Education
Identifiers-Janis Field Feelings of Inadequacy Scale

In this study, twenty prospective teachers enrolled in an education methods course were studied to see what would happen to their self concept when they were thrust into the real world of kids'' with its associated teaching/learning problems. Two groups of ten students each were studied. One was used as a control and the other was used as an experimental group. Background research, specific methodology, and results of students on the Revised Janis-Field Feelings of Inadequacy Scale are described. The findings of the study showed that most preservice teachers had desirable self concepts when they entered the workshop sessions and enhanced them as a result of these experiences. (PMR)

ED 179 283	PS 011 007

Alberty, Beth Weber, Lillian
Continuity and Connection: Curriculum in Five Open Classrooms.
City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group.
Pub Date-Jun 79
Note-97p.
Available from-City College Workshop Center for Open Education, 6 Shepard Hall, Convent Avenue & 140th Street, New York, NY 10031 ($3.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Action Research, Decision Making, *Educational Development, Educational Resources, Elementary Education, Field Studies, *Integrated Curriculum, *Open Education, *Program Development, *Student Centered Curriculum, Teacher Response
Identifiers-*City College Workshop Center for Open Education, Developmental Continuity

This study reports results of an internal assessment of theory and practice in five open education elementary classrooms. The study aims to display how the Open Corridor-Workshop Center program provides an educational environment which gives students opportunity for an integrated understanding of curriculum materials. Specifically, the study explores how the open classrooms have permitted the emergence of teacher-made continuities and connections between the learning experiences offered and the child's prior understanding. Descriptive and documentary methods of investigation and analysis appropriate to field settings are employed in this study. Core information was gathered through interviews and observation. Participants' perspectives were recorded and analyzed with the expectation that the internal assessment process and the study results would have an effect on the practices studied. Four areas of inquiry identified in the study are: Evidence of awareness of (1) the whole school, (2) people as resources, (3) patterns in curriculum content and (4) the need to match the child's patterns and prior knowledge. The study reports extensively on these areas of inquiry. It was found that the open classroom teachers made curriculum decisions based on considerations of continuity and connection with children's understanding. Ideas of continuity and discontinuity in educational practice were extended and clarified. The questionnaire used in this study is appended. (Author/RH)

ED 179 340 SE 028 549

Management and Accountability Procedures: DEEP - The New Mexico State Facilitator.

New Mexico Univ., Albuquerque. Coll. of Education.
Pub Date-Mar 78

Note-25p.; Paper presented at the National Dissemination Forum (Arlington, VA, August, 1978)
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development, Economics, Education, *Information Dissemination, *Program Administration, Program Budgeting, Program Coordination, Program Costs, Program Design, Program Development, *Program Effectiveness, *Program Evaluation, Program Improvement

Presented is a description of how DEEP (Developmental Economic Education Program) monitors activity and achievements to ensure that objectives are met effectively and efficiently, and that evidence of achievement is available for reports. The purposes of DEEP management and accountability procedures are: (1) to maintain both long term and short range project plans; (2) to keep DEEP commitments to New Mexico educators and others; (3) to collect and report evidence of DEEP achievements; (4) to relate DEEP achievements to costs; (5) to monitor and project expenditures of DEEP funds; and (6) to periodically assess client reaction to DEEP. The general philosophy of DEEP is that both effective management and efficient accountability require that project objectives be clear, with specific indicators of achievement for each. Further, the activity necessary to achieve each objective must be clearly specified and must be distinct from activity for all other objectives. Given this type of project plan, progress toward objectives can be documented in relation to resource consumption using a simple set of procedures which can be carried out by the project secretary. The function of management is to monitor achievement and resource consumption, taking action where serious discrepancies from plans occur. In a project with a small staff, it is critical that this be done efficiently since time spent in management and accountability is not spent in direct service to clients. (Author)

ED 179 416 SE 029 439

Friedland, James

Huntington II Simulation Program - TAG. Student Workbook, Teacher's Guide, and Resource Handbook.

Digital Equipment Corp., Maynard, Mass.; State Univ. of New York, Stony Brook. Huntington Computer Project.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-May 73

Grant-NSF-GW-5883

Note-55p.; For related documents, see SE 029 434-440 and ED 093 644-645; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Biology, *Computer Assisted Instruction, *Conservation Education, Environment, Game Theory, Instructional Materials, Natural Resources, Population Growth, Sampling, *Science Education, Secondary Education, *Simulation, *Wildlife Management

Presented are instructions for the use of TAG,'' a model for estimating animal population in a given area. The computer program asks the student to estimate the number of bass in a simulated farm pond using the technique of tagging and recovery. The objective of the simulation is to teach principles for estimating animal populations when they cannot be counted directly or when counting would disturb or harm the animals. (Author/RE)

ED 179 610 UD 019 722

Shaw, Peter F. Johnson, Thomas J.
Programmatic Consequences of the Causal Attribution of Discrimination in Organizations: A Case Study.
Pub Date-Apr 79
Note-49p.; Paper presented at the American Educational Research Association meetings (San Francisco, California, April, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attribution Theory, Blacks, *Institutional Research, *Military Personnel, Program Evaluation, *Race Relations, Racial Discrimination, *Racism, Sensitivity Training
Identifiers-Navy

In this study of race relations, undertaken for the United States Navy, three attribution theories of racism are examined: racism of the individual; racism related to institutional procedures; and racism related to poor management training. Each of these theories corresponds to a specific intervention program which the Navy implemented to reduce racial tension and discrimination. The three programs are described in terms of the models of attribution of discrimination sources. It was concluded that if policy makers attribute problem sources to any one of the three locales, without allowing for changes in the institution itself, then a likely consequence is the generation of inappropriate intervention programs which can produce no change. (Author/RLV)

ED 179 301 PS 011 039

Katz, Lilian G.

A Matrix for Research on Teacher Education.

Pub Date- 75
Note-24p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Analysis of Variance, *Definitions, Educational Finance, *Educational Research, Factor Analysis, Higher Education, Objectives, *Program Content, Social Environment, Staff Role, *Teacher Education, Time
Identifiers-*Parameters

Teacher education is defined as sets of activities deliberately intended to socialize candidates into the occupation of teaching. Nine broad categories of variables, referred to as the parameters of teacher education are proposed and defined. These include: (1) the goals, (2) characteristics of the candidates, (3) characteristics of the staff, (4) content of the program, (5) time and its allocation, (6) the ethos of the program, (7) location and setting, (8) regulations, and (9) financial resources and restraints. These parameters are then displayed in a nine-by-nine matrix generating nine diagonal within-parameter cells, and 72 intersecting cells which can contain'' summaries, analyses and syntheses of the available research on the variables within the parameters. In addition, some examples of how the matrix can be used to generate new research questions are presented. (Author/MP)

ED 179 368 SE 028 782

Boyer, Robert And Others

Environmental Studies, Section III: Processes Through Time. Learning Carrel Lesson 6.9: Short Term Events. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-37p.; For related documents, see SE 028 775-788; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, Earth Science, *Geology, *Higher Education, Individualized Instruction, Instructional Materials, *Learning Modules, *Science Education, Science Instruction, *Time, Undergraduate Study

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on processes and changes that have happened on earth over short time intervals. The slides, audio-cassette tape, and other materials necessary to this lesson are not included. (BT)

ED 179 458 SO 012 156

Haladyna, Tom And Others

Correlates of Attitudes Toward Social Studies.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 79
Note-22p.; Paper presented at the Annual Conference for the Social Studies (Portland, OR November 21-24, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Tests, Effective Teaching, Family Environment, Grade 7, Grade 9, *Measurement Techniques, *Models, Parent Attitudes, Research Methodology, School Environment, Secondary Education, *Social Studies, *Student Attitudes, Teacher Attitudes

Results of a study using a theoretical model to measure student attitudes toward social studies are reported. Attitudes were measured as they related to five constructs: (1) teacher attitudes, including support and reinforcement for the student and enthusiasm for subject; (2) student self-concept, scholastic attitude, peer acceptance, and achievement; (3) instruction such as homework, class discussion, learning activities, and teacher effectiveness; (4) learning environment variables of cohesiveness, formality, friction, satisfaction, difficulty, school pressure and size, and class size; and (5) parental friction, support, and trust. One-hundred thirty-five seventh and ninth grade students plus their teachers responded to an affective assessment questionnaire. Results indicated that variables in all five constructs were significantly related to attitudes toward social studies. However, the patterns were not constant between ninth and seventh grades. Generally ninth graders were more affected by issues of scholarship and social relationships than seventh graders, although student attitudes, the learning environment, and teacher variables are importantly related to social studies attitudes regardless of grade level. (KC)

ED 170 524 SP 015 113

Yff Joost Kaplan, Robert E.

Ethnicity, Sex Distribution and Professorial Rank of Education Personnel Development Faculty in AACTE Member Institutions. Minfo Minireport III.

American Association of Colleges for Teacher Education, Washington, D.C.
Pub Date-Oct 75
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Rank (Professional), American Indians, Asian Americans, Blacks, *College Faculty, *Educational Status Comparison, *Ethnic Status, *Minority Group Teachers, Sex Discrimination, Spanish Americans, *Teacher Education, *Teacher Educators, Working Women

A study of the ethnic identity of Education Personnel Development (EDP) faculty in American Association of Colleges for Teacher Education member institutions represents 14,493 faculty in 320 participating institutions. Data are presented in tabular form. Table 1 provides analysis in terms of institution type; Table 2 in terms of faculty degree status, rank, and sex. Analyses by institution type are presented in Tables 3 through 6 in terms of the proportions of faculty by ethnic group, professorial rank, and institution type. Analyses of sex distribution, using male/female ratios, appear in Tables 7 through 10. (Author/LH)

ED 179 031 UD 019 944

Harty, Harold Smith, Bonnie

Self Concept and Acceptance of Others of Would-Be Teachers Before and After Multicultural Community Living Experiences.

Pub Date- 76

Note-13p.; For a related document see UD 019 943; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Involvement, *Elementary School Teachers, Higher Education, *Multicultural Education, *Preservice Education, *Self Concept, *Teacher Attitudes, Teacher Education

Identifiers-Fey Acceptance of Others Scale, Janis Field Feelings of Inadequacy Scale

Attempts have been made to show relationships between the constructs of self concept and acceptance of others in a variety of social contexts. This study was concerned with statistical relationships between self concept and acceptance of others on the part of two randomly selected groups of prospective teachers before and after a field experience; whether special training modified the relationships; and whether the structured teaching of self-concept and acceptance of others' activities modified any relationships. Tests of significance on the total scores of both recognized scales revealed that perceptions of the control group exhibited a statistical relationship prior to the lack of treatment effects. A significant relationship with respect to total scores on the self concept'' scale was found to be associated with total scores on the acceptance of others'' scale and group membership prior to workshop sessions or teaching experiences. Significant intercorrelations and related measures were discussed prior to any treatment effects, after the workshop sessions, and after the teaching experiences. (Author)

ED 179 051 UD 019 983

Litow, Stanley S.

The Educational Priorities Panel: Its Significance as an Educational Change Strategy.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date- 78

Note-25p.; For related documents, see UD 019 979-987; Paper prepared for the National Conference on Urban Education (4th, Philadelphia, PA, November 18-21, 1978)

Available from-Not available separately; See UD 019 979

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Budgeting, *Citizen Participation, *Community Organizations, *Educational Administration, Elementary Secondary Education, Needs Assessment, *Resource Allocations, School Community Relationship

Identifiers-*Educational Priorities Panel, *New York (New York)

The Educational Priorities Panel (EPP) is a coalition of parent and civic organizations which was formed to focus attention on spending practices and fiscal priorities of the New York City Board of Education. The highly centralized nature of the school system, the myriad of competing interests which influence policy, and a large and complicated budget have formerly all acted as barriers to community participation in administrative policy making. The EPP has thus made budgetary analysis and community liaison its chief strategies. Since 1976, the foremost accomplishment of the EPP has been major reallocation of funds away from administrative areas into direct classroom services. The experience of the EPP in New York has implications for citizen coalitions in other communities. In order to be successful, citizen action groups must have clear goals and objectives, sound research design, adequate staff and financial resources, orientation and ongoing training of members, and the ability to disseminate findings and to follow up on recommendations. These organizations must be broad based, well informed and well known in the community. Given the current state of public education, with decreasing enrollment and student services and increasing bureaucracy, it is essential that concerned community members involve themselves in reform measures. (Author/GC)

ED 179 322 RC 011 505

Steeples, Douglas And Others
Earlham College Wilderness Program. Instructors Manual.
Pub Date-75
Note-158p.; Not available in paper copy due to small print size
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Camping, *Educational Philosophy, Experiential Learning, Group Dynamics, Higher Education, *Instructional Materials, *Outdoor Education, Regional Characteristics, Risk, Safety, Skill Development, *Teacher Responsibility, Teacher Role, *Teaching Methods
Identifiers-*Adventure Education, Canoeing, *Earlham College Wilderness Program IN, Expeditions, Mountaineering, Ontario

The major resource for instructors in training for the Earlham College Wilderness Program, this manual covers the philosophy, academics, teaching methodology, and logistics of the program. It is designed as a field manual for the month-long programs (either mountaineering or canoeing) offered to Earlham students and contains information most applicable to the field situation. The manual is organized in three sections: Program Philosophy and Policy, Instructional Materials, and Logistics. The first section lists program goals, discusses the role of the instructor as participant-leader in the expedition group, and outlines specific instructor responsibilities ranging from the inspection of student gear to the communication of program philosophy. The second section contains information on group dynamics with emphasis on the stresses of the wilderness expedition; covers essential wilderness skills and safety and survival procedures; and presents background information on Western Ontario, where the Wilderness Program is conducted, including regional geology, plant and animal life, history and culture of the Ojibway Indians, and the significance of the region in the fur trading era. The final section gives detailed procedures (specific to the Earlham program) for outfitting, caravan travel, and check-in at the end of the expedition. (JH)

ED 179 393 SE 029 297

Hamilton, Howard B.

Laboratory Manual for Power Processing, Part 1. Electric Machinery Analysis.

Pittsburgh Univ., Pa.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-70
Grant-NSF-GY-4138
Note-45p.; For related documents, see SE 029 295-298; Page 16a removed due to oversize
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Science, Curriculum Development, Electricity, Electromechanical Technology, Electronics, *Engineering Education, Higher Education, *Laboratory Procedures, *Science Courses, Science Curriculum, Science Education, *Science Experiments, Science Materials

This publication was developed as a portion of a two-semester sequence commencing at either the sixth or seventh term of the undergraduate program in electrical engineering at the University of Pittsburgh. The materials of the two courses, produced by a National Science Foundation grant, are concerned with power conversion systems comprising power electronic devices, electromechanical energy converters, and associated logic configurations necessary to cause the system to behave in a prescribed fashion. The emphasis in this portion of the two sequences (Part 1) is on electric machinery analysis. This publication is the laboratory manual for Part 1, which presents eleven experiments. These experiments deal with transformers, direct current machines, cross field machines, synchronous machines, asynchronous machines, and the speed-torque curve of an induction motor. (HM)

ED 179 417 SE 029 440

Friedland, James

Huntington II Simulation Program - USPOP. Student Workbook, Teacher's Guide, and Resource Handbook.

Digital Equipment Corp., Maynard, Mass.; State Univ. of New York, Stony Brook. Huntington Computer Project.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jun 73

Grant-NSF-GW-5883

Note-101p.; For related documents, see SE 029 434-439 and ED 093 644-645; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Computer Assisted Instruction, *Demography, Environment, *Environmental Education, Family Planning, Game Theory, *Population Education, Science Education, Secondary Education, *Simulation

Presented are instructions for the use of USPOP,'' a human population model which involves computer simulation. The student may manipulate variables which affect the population dynamics of the United States. Baseline data are drawn from the 1970 census. Variables which can be manipulated include fertility, age of mother at birth of child, sex ratio of offspring, and age-dependent mortality. (Author/RE)

ED 179 437 SO 012 130

Try a New Face. A Report on HEW-Supported Arts Projects in American Schools.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Dance Association.; American Theater Association, Washington, D.C.; Music Education Research Council, Washington, D.C.; National Art Education Association, Reston, Va.

Spons Agency-Office of Education (DHEW), Washington, D.C. Arts and Humanities Program.

Report No.-HEW-OE-77-02001

Pub Date-79

Note-114p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($4.50)

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Aesthetic Education, Art Appreciation, *Art Education, *Arts Centers, Art Teachers, Childrens Art, Dance, *Educational Programs, Elementary Secondary Education, *Fine Arts, Handicapped Students, Humanities, Interdisciplinary Approach, Music, Older Adults, Theater Arts, Visual Arts

Identifiers-Interdisciplinary Model Programs in the Arts

An examination of 25 art programs funded at least partly by the Department of Health, Education, and Welfare funds throughout the United States is presented. Programs were nominated by professional organizations and 25 sites were selected and visited by project members. The document is presented in four chapters. Chapter I discusses some major issues in arts education raised by site visit reports. Chapter II, the major portion of the document, presents descriptions of the 25 programs. The first three reports concern IMPACT (Interdisciplinary Model Programs in the Arts for Children and Teachers) sites in Columbus, Ohio; Glendale, California; and Eugene, Oregon. Other projects discussed are the Children's Art Museum in Denver; Fine Arts Career Education (FACE), Columbus, Georgia; Project Arts, Bethesda; Project Zero, which conducts basic research in art education at Harvard University; arts for the aging in St. Paul; the aesthetic education program of the Central Midwestern Regional Educational Library (CEMREL) in St. Louis; Theatre Resources for Youth (TRY) in Durham, New Hampshire; arts and reading development and Museums Collaborative, Inc., in New York City; the Windmill Street School in Providence, Rhode Island; and the Work Activity Center for Handicapped Adults in Salt Lake City. Brief descriptions of projects not visited comprise Chapter III. Chapter IV contains a listing of all sites initially nominated as well as names and addresses of contact persons for all projects mentioned in the report. (KC)

ED 179 478 SO 012 190

Smith, Donna Ridley, Comp.
Popular Music: A Selected Bibliography of Materials in the California State University, Sacramento Library. Bibliographic Series No. 22.
California State Univ., Sacramento. Library.
Pub Date-79
Note-80p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Art Products, Discographies, History, *Literature, Mass Media, *Modern History, *Music, Music Appreciation, Music Education, *Musicians, *Popular Culture

The bibliography lists over 400 works in the California State University Library, Sacramento, on pop, rock, country, folk, blues, and soul music from 1950 to the present. Books, periodicals, and non-book materials noted in the bibliography are appropriate for history, communication studies, and popular culture studies as well as for music. Items are divided into six categories: reference works such as encyclopedias, dictionaries, discographies, record reviews, and record charts; periodicals; history and criticism including individual artist and group biographies; literature by artists; songbooks; and literature on the music industry, album cover art, and on becoming a rock and roll star. Entries are listed alphabetically by author within each section and Library of Congress numbers are provided. An individual artist and group index concludes the document. (KC)

ED 179 498 SP 013 813

Cardinale, Anthony

Health Education Objectives, Kindergarten Through Grade 12.

Dependents Schools (DOD), Washington, D.C.

Pub Date-16 Aug 78

Note-65p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Consumer Education, *Curriculum Design, Drug Abuse, *Educational Objectives, *Elementary Secondary Education, Family Health, Growth Patterns, *Health Education, Mental Health, Physical Environment, Physical Fitness, Preventive Medicine, Psychomotor Skills, Safety, Sex Education

This manual contains curricular objectives for health education. Ten major areas of instruction are cited with several subtopics included. Each subtopic has student objectives relating to knowledge, intellectual processes, attitudes and, where applicable, psychomotor skills. This list of objectives is divided into four levels kindergarten through grade 3, grades 4-6, grades 7-9, and grades 10-12. The topics remain the same throughout, but the student objectives become more sophisticated at each succeeding level. (Author)

ED 179 550   SP 015 288

Solleder, Marian K.
Evaluation Instruments in Health Education. Third Edition.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Association for the Advancement of Health Education.
Pub Date-79
Note-54p.
Available from-AAHPERD Publication Sales, 1201 16th St. N.W., Washington, D.C. 20036 ($4.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Students, Elementary Secondary Education, *Evaluation Methods, *Health Education, *Instrumentation, *Literature Reviews, *Measurement Techniques, Program Evaluation, Tests

Descriptive information on evaluation instruments for measuring effective health education programs is included in this bibliography. The evaluation instruments are listed in five categories, four of which correspond to the school level for which the instrument has been designed elementary, junior high, senior high, and college and nonstudent groups. The fifth category consists of instruments for school health program evaluation. (JD)

TM

ED 179 571 TM 009 852

Fischl, M. A. And Others

Development of Factorially Based ASVAB High School Composites. Technical Paper 380.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date-Apr 79

Note-21p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, *Aptitude Tests, Clerical Occupations, Factor Analysis, *Factor Structure, Mechanical Skills, Military Personnel, Senior High Schools, Technical Occupations, *Test Construction, Test Interpretation, Verbal Ability, *Vocational Aptitude, Vocational Counseling

Identifiers-*Armed Services Vocational Aptitude Battery, Quantitative Tests, Spatial Ability

The purpose of this research was to develop composites of subtests of the Armed Services Vocational Aptitude Battery (ASVAB) such that each composite score would be reliable and the various composite scores would be factorially independent of each other. Factor analysis was used to cluster the tests into composites based on the underlying dimensions of ability in the ASVAB. A principal factor solution was rotated to simple oblique structure to achieve the following five ability factors: (1) verbal; (2) analytic/quantitative; (3) clerical; (4) mechanical, including space perception; and (5) trade technical. These factors had high reliability and relatively low intercorrelations. One last score composite, called academic ability, was added to the factorially based composites as an indicator of the ability to succeed at further school or formal training. (Author/CTM)

ED 179 501 TM 009 892

A User's Guide to the Evaluation System. Evaluation System Mini-Report 79-1.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date-Jun 79

Note-35p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Classroom Environment, Data Collection, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Measurement Techniques, Needs Assessment, *Performance Specifications, *Program Evaluation, Program Improvement, Reading Programs, School Districts, *Student Evaluation, Teacher Evaluation

Identifiers-District of Columbia

The evaluation system used by the District of Columbia Public Schools is explained. Information is organized to assess four categories: students; instructional personnel; classroom characteristics; and reading programs. The system is used to provide basic profiles and comparative information for four areas of planning: (1) needs assessment; (2) feasible remedies; (3) areas for improvement; and (4) methods of improvement. Data are collected, using the basic instruments: Classroom/Student Background Form (SBF), a two-part machine readable form; Prescriptive Reading Test (PRT), a locally constucted criterion-referenced test for grades 1 through 6; and the Reading Program Form (RP), a two-part machine readable form. Student data are comprised of test scores, sex, age, absences, time enrolled in class, interest in reading, need for extra help, independent reading, class, and identification number. Teacher data are comprised of absences, choice of class reading materials, coordination of reading program with other school personnel, and association with particular classes. Reading programs are described in terms of materials, grade levels, and emphasis on various reading materials. Data are collected on the classroom as a whole; some measures are also computed from data based on individuals. (MH)

ED 179 611 UD 019 815

Truancy and Behavioral Problems in Some Urban Schools.
Her Majestys Inspectorate of Schools, London (England).
Pub Date-Dec 78
Note-64p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Anti Social Behavior, *Behavior Problems, *Discipline Problems, *Educational Quality, Environmental Influences, Parent School Relationship, School Organization, Secondary Education, Teacher Role, *Truancy, *Urban Schools, *Vandalism
Identifiers-England

As a result of a conference dealing with truancy, problems of non-attendance, and violent and disruptive behavior at school, a small scale survey was conducted of 18 urban schools in England to examine these problems and to report on practices and procedures which the schools had found helpful in coping with them. It emerged during the survey that there is unlikely to be one single solution, or set of solutions, to behavioral problems and that each school has to construct its own approach in the light of local circumstances. Various problems and individual approaches to these problems are discussed, as is school organization, communication with parents, and staff utilization. It is suggested that any attack on behavioral problems in the schools be concerned with the following: the quality of the teaching; the curriculum; school organization and management; and discipline. (Author/RLV)

ED 179 871 UD 020 050

Hartley, Mary Elizabeth

Getting Uncle Sam to Enforce Your Civil Rights. Clearinghouse Publication 59.

Commission on Civil Rights, Washington, D.C.

Pub Date-May 79

Note-50p.

Available from-Publications Division, U.S. Commission on Civil Rights, Washington, D.C. 20425

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age, *Civil Rights, *Directories, Educational Discrimination, *Federal Government, Housing Discrimination, *Legal Aid, Racial Discrimination, Religious Discrimination, Sex Discrimination, *Social Discrimination

This booklet was written to help persons who believe that their civil rights have been denied and who wish to file a complaint with the Federal government. In regard to discrimination because of race, color, sex, religion, or national origin, guidelines are presented for filing complaints about denial of opportunities in the areas of credit, education, employment and training, voting and housing, for denial of benefits for Federally funded programs, for subjection to police brutality, and for discrimination experienced while trying to use a public facility. Procedures for filing a complaint about discrimination because of age, mental, emotional or physical handicap, or lack of citizenship are also outlined. In addition, special circumstances pertaining to American Indians, institutionalized persons, and military personnel are briefly considered. Finally, the addresses of regional and local offices of major Federal agencies are listed. (GC)

ED 179 284 JC 790 639

Gooder, Glenn G. And Others

Recommended Principles and Policy for the Determination of Credit and Noncredit Courses. Agenda Item 2.

California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-Dec 79
Note-12p.; Report prepared for a meeting of the Board of Governors of the California Community Colleges (San Diego, CA, December 6-7, 1979)
Pub Type- Reports - Evaluative (142) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Credits, Community Colleges, Course Content, *Credit Courses, *Junior Colleges, *Noncredit Courses, *Policy Formation, State Aid, *State Standards, *Statewide Planning, Student Evaluation
Identifiers-*California

In accordance with legislative mandate, the Office of the Chancellor for California Community Colleges is seeking to develop principles and policies regarding credit/noncredit courses. This progress report outlines six principles on credit/noncredit determination which include the requirements that: (1) credit/noncredit status be determined by educational professionals; (2) appropriate criteria include academic level of instruction and requirements for assessment of student performance rather than course subject matter or purpose; (3) curriculum be expressed in terms of the college's mission rather than credit or noncredit status; and (4) course funding not be based on credit/noncredit status. Minimum requirements for credit and noncredit courses based upon these principles are presented next, indicating that while credit courses are to provide for official student evaluation and enroll only those who meet certain prerequisites, noncredit courses are to be open to all students who can profit from the experience. Finally, partial responses to seven research questions upon which the credit/noncredit study is based provide information on the educational needs of Californians, the history of college credit/noncredit courses, the patterns of enrollment at the California community colleges, the relationship between credit/noncredit status and funding, and the enforcement of standards. (JP)

ED 179 302 PS 011 040

Proposed HEW Day Care Requirements. Regulatory Analysis Draft.

Department of Health, Education, and Welfare, Washington., D.C. Office of the Secretary.
Pub Date-Jun 79
Note-132p.; Pages III-46-47 of the original document may be of marginal legibility due to small print size
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Comparative Analysis, *Cost Effectiveness, *Day Care Programs, Early Childhood Education, Family Day Care, *Federal Aid, *Federal Regulation, *Government Role, Health, Nutrition, Parent Participation, Physical Environment, Safety, Social Services, Staff Improvement
Identifiers-*Elementary Secondary Education Act, *Social Security Act Title XX

The purpose of this analysis is to provide decision makers with a careful comparison of alternate regulatory approaches and requirements for federal day care programs. The proposed day care regulations and this analysis cover about one-fifth of federal funding for day care and an even smaller segment of the total day care market. Proposed regulations will apply to day care subsidized under various titles of the Social Security Act Title XX, Title IV-B, and Title IV-A (WIN) and under several Titles of the Elementary and Secondary Education Act. Privately funded day care is not covered unless 10% or more of the children enrolled are subsidized by one of the covered programs. Direct government (federal, state, and local) spending for the programs covered by the proposed regulations is estimated at about 500-600 million dollars per year. The average number of children served in centers covered by the proposed regulations was estimated by the National Day Care Study to be 400,000. In-home care is not directly affected by these regulations, and this analysis does not cover that portion of the day care market. A major portion of the analysis reports costs and benefits of alternative provider requirements. Implications for state agency and federal enforcement are discussed. Other issues and considerations are explored. The final section of the analysis briefly indicates the methodology employed. (RH)

ED 179 341 SE 026 550

Nuernberger, Anna

National Diffusion Forum Presentation of the Diffusion Training for the Florida Linkage System.

Florida Univ., Gainesville.

Pub Date-78

Note-18p.; Paper presented at the National Dissemination Forum (Arlington, VA, August, 1978)

Pub Type- Guides - Classroom - Learner (051) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Development, Education, Group Dynamics, *Information Dissemination, *Problem Solving, Role Perception, *Role Playing, *Simulation, *Teaching Methods

Identifiers-*Florida Linkage System

Presented are the skills needed for facilitating and linking. A role play experience provides the opportunities for issues and concerns to be made explicit. The role play process permits conflict points to be made explicit and to be specified in a psychologically safe context. Because the role play is make believe,'' there is permission to express opinions which might not otherwise be expressed. Players are observed for behaviors. Debriefing the role play provides lists of concerns and issues which are sometimes associated with the adoption and implementation of innovations. Debriefing the observation provides lists of behaviors that facilitate or inhibit group problem solving. Guidance is provided for conducting and interpreting the role play experience. (Author/RE)

Boyer, Robert And Others
Environmental Studies, Section IV: Natural Resources. Learning Carrel Lesson 8.10: Minerals. Study Guide and Script.
Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-42p.; For related documents, see SE 028 775-788
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, Earth Science, Geology, *Hearings, *Higher Education, Instructional Materials, Learning Modules, *Natural Resources, *Science Education, *Simulation, Undergraduate Study
Identifiers-*Minerals

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on minerals. A public hearing is simulated to provide evidence concerning controversies. The slides, audio-cassette tape, and other materials necessary to the lesson are not included. (BT)

ED 179 284 PS 011 014

Jennings, Kay D. Martin, Patricia Peters

Mastery Motivation and Intellectual Development From 1 to 3 1/2 Years.

Pub Date-Sep 79

Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Cognitive Development, *Infants, *Intellectual Development, Longitudinal Studies, *Mastery Learning, *Motivation, *Preschool Children, *[illegible] Differences

This study examines the longitudinal relationships between mastery motivation and differentiated measures of intellectual development assessed at 1 and 3 1/2 years of age in a sample of 35 children (21 boys and 14 girls). At one year three types of mastery motivation were assessed using structured tasks: (1) producing effects (engaging in behaviors that produced immediate perceptual feedback), (2) practicing emerging skills (putting blocks in a bottle), and (3) problem-solving (getting a toy from behind a transparent barrier). The mastery score was the percentage of time the infant engaged in task directed behaviors. The infant's intellectual functioning at one year was assessed by the Bayley scales of infant development. Four components were derived from the Bayley items: problem-solving, practicing spatial relation skills, perceptual discrimination, and language. At 3 1/2 years of age a similar approach was taken in that both overall and component measures of mastery motivation and intellectual functioning were obtained. However, because of the many developmental changes over this time span parallel measures were not possible. Therefore, the mastery motivation was assessed by using two measures: persistence at solving difficult problems, and curiosity motivation. The intellectual functioning at this age was assessed by the McCarthy Scales of Children's Abilities. Results showed that the pattern of correlations differed considerably for boys and girls; for boys significant longitudinal correlations were found mainly for later mastery motivation, while for girls correlations were found only with later intellectual functioning. These findings indicate moderate continuity from infancy to early childhood. The theoretically important link between early mastery motivation and later intellectual development was found only for girls. (Author/MP)

ED 170 457 SO 012 157

McTeer, J. Hugh And Others

The American Studies: A Model Unit "United States Foreign Policy."

Pub Date- 79

Note-10p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Studies, Citizenship, English Education, *Foreign Policy, *Interdisciplinary Approach, *Political Science, Secondary Education, Social Studies Units

The paper describes a secondary level American Studies unit on U.S. foreign policy. The interdisciplinary approach of American studies focuses on the interrelationships of social science, language arts, fine arts, and natural sciences that shape American culture. The four-week unit on foreign policy was taught in a two-hour time block. Students received credit for both social studies and English. Four topics comprise the unit: Function, in which students define foreign policy in terms of who makes it and how it works; Factors, in which past and present contributions to foreign policy are considered; Forces, the study of the determinants of foreign policy such as missionaries, businessmen, politicians, and entertainers; and Forecast, an examination of our foreign policy toward current world situations. A sample lesson on the missionary role in foreign policy is included. (KC)

ED 179 497 SP 014 158

Palmatier, Robert A.
Teacher Education: An Assembly Line in Need of a Designer.
Pub Date-Nov 77
Note-13p.
Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Change, Educational Innovation, Educational Philosophy, Educational Policy, *Educational Trends, *Humanistic Education, Individualized Instruction, Learning Modules, Performance Based Teacher Education, *Program Improvement, *Teacher Education

Trends and changes in educational philosophy and policy over approximately the last 50 years are reviewed. The point is made that teacher education faculty members have neglected to consider the overall, designer'' role that they occupy, and instead have focused undue attention on the delineation of specific teacher competencies and educational objectives. Teacher education must seek to determine the whole needs of the child prior to the specification of instructional components rather than continuing to redefine, expand, and alter instructional approaches to the component parts of a student. Concrete suggestions for the evaluation of educational needs through a marketing approach, and for the improvement of teacher education programs, are given. (Author/LH)

ED 179 525 SP 015 115

Filipczak, James And Others

Assessing Teacher Skill Maintenance After Behavior Training: Multi-Year Followup.

Institute for Behavioral Research, Silver Spring, Md.

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md. Div. of Research Resources.; National Inst. of Mental Health (DHEW), Bethesda, Md. Center for Studies of Crime and Delinquency.

Pub Date-79

Grant-5S07-RR05636; Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affective Objectives, Behavior Change, *Class Management, Discipline Problems, Followup Studies, *Inservice Teacher Education, Low Achievers, Psychological Studies, *Retention Studies, Student Behavior, Teacher Behavior, *Teaching Skills

Identifiers-Preparation through Responsive Educ Programs

For seven years, the PREP (Preparation through Responsive Educational Programs) Project maintained behavioral learning programs for highly disruptive and skill-deficient juveniles in a suburban, a rural, and an urban school. Forty-one volunteer teachers were taught to use specific procedures for academic and social skill training. Followup was conducted to determine which of the trained skills were retained by teachers and extent of environmental support for them. The obtained data indicated substantial maintenance of teaching skills, while behavior management procedures were less supported and maintained. However, the teachers continued to practice a number of procedures developing basic skills and classroom control without school support. Significant differences for overall maintenance were found between school sites, behavior principles knowledge, and type of teaching assignment. (Authors/JD)

Ianni, Francis A. J.
The Educating Community.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date- 78
Note-23p.; For related documents, see UD 019 979-987; Paper prepared for the National Conference on Urban Education (4th, Philadelphia, PA, November 18-21, 1978)
Available from-Not available separately; See UD 019 979
Pub Type- Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Adolescents, *Community, Norms, *Role Conflict, *School Community Relationship, *Secondary Education, *Socialization, Values

As communities have become increasingly heterogeneous, the congruence between formal education and other socializing institutions has diminished. Nowhere is social discontinuity more visible than in our approach to adolescent education. It is a matter of wide concern that schools are failing to prepare young people for a life of work and social responsibility. While crime and violence are the most dramatic examples of the malaise of the American high school, erosion of future success are also prevalent in many of our best schools. The fundamental future sucess are also prevalent in many of our best schools. The fundamental question which underlies these problems is one of what values and skills young people are acquiring in high schools, and how these intersect with what they competing norms, it is easy to foresee the conflict which rises from distinctive itself relevant. If a community is conceived of as a social system often containing competing norms, it is easy to foresee the conflict which rises form distinctive roles assigned to adolescents in the domains of education, employment, criminal justice, the family, the peer group, and the mass media. Education must reflect social changes occurring in all of these partially autonomous areas, if congruence between school'' and community'' is to be reestablished. (GC)

Ligon, Glynn And Others
Manual for the Use of the Pupil Activities Record Revised (PAR-R).
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-78
Note-94p.
Pub Type- Guides - Non-Classroom (055) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Class Activities, *Classroom Observation Techniques, Classroom Research, Data Collection, *Evaluation Criteria, Evaluation Methods, *Measurement Techniques, *Migrant Children, Performance Criteria, Program Evaluation, Questioning Techniques, Records (Forms), *Student Behavior
Identifiers-*Pupil Activities Record (Revised)

A comprehensive guide for observers using the Pupil Activities Record Revised (PAR-R), this manual covers procedures followed in systematic observation of a student's classroom activities for the period of one instructional day. The manual provides general information about the purpose and design of the PAR and explains the revisions, which were made in order to collect additional data including the amount of language arts instruction received, mode of instruction, and characteristics of the teacher's questioning strategy. Guidelines are included for recording each of the twelve variables observed: place of instruction, activities during no instruction, basic skills instruction, instruction other than basic skills, adult contact and group size during basic skills instruction, time spend on- and off-task, teachers' use of verbal and nonverbal signal systems, language of instruction, mode and content of instruction, and types of instructional questions used by the teacher. Appendices contain the PAR-R observation form, interrater reliability correlations, and a sample computer printout giving time spent on classroom activities by students observed in Title I, Non-Title I, Title I Migrant, and LESA (Limited English Speaking Ability) programs. (JH)

ED 179 304 SE 029 298

Acker, Frank E.
Power Processing, Part 2. Modeling Power Processing Devices and Circuits.
Pittsburgh Univ., Pa.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-70
Grant-NSF-GY-4138
Note-212p.; For related documents, see SE 029 295-297; Best copy available
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*College Science, Curriculum Development, Electricity, Electromechanical Technology, Electronics, *Engineering Education, Higher Education, Instructional Materials, *Science Courses, Science Curriculum, *Science Education, *Science Materials, Scientific Concepts

This publication was developed as a portion of a two-semester sequence commencing at either the sixth or the seventh term of the undergraduate program in electrical engineering at the University of Pittsburgh. The materials of the two courses, produced by a National Science Foundation grant, are concerned with power conversion systems comprising power electronic devices, electromechanical energy converters, and associated logic configurations necessary to cause the system to behave in a prescribed fashion. The emphasis in this portion (Part 2) of the two course sequence is on modeling power processing devices and circuits. This publication consists of five chapters which deal with: (1) power diodes; (2) thyristors, or silicon controlled rectifiers; (3) modeling a line-voltage commutated inverter; (4) thermal characteristics of materials; and (5) a free-wheeling diode DC motor drive. An appendix which provides a suggested guide for a time schedule of presentation of material is also included. (HM)

ED 170 418 D SE 029 446

Short, Nicholas M. And Others
Mission to Earth: Landsat Views the World.
National Aeronautics and Space Administration, Washington, D.C.
Report No.-NSF-SP-360
Pub Date-76
Note-459p.; Contains numerous colored photographs which will not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 033-000-00659-4; $14.00)
Pub Type- Books (010)
Document Not Available from EDRS.
Descriptors-*Books, *Earth Science, *Educational Resources, Environmental Education, *Illustrations, Instructional Materials, Physical Environment, Science Activities, Science Materials, *Secondary Education, Secondary School Science, *Space Sciences

Presented is a compendium of the outstanding Landsat scenes of the Earth's surface. It is directed to college and high school teachers, resource specialists, researchers, outdoorsmen, travelers, the general public, and serious students of geology or geography. The images are presented in color and at a scale and resolution that specify many natural and cultural features with enough clarity to be recognized. The pictures are preceded by a comprehensive introduction explaining the satellite and its data-gathering systems. The accomplishments and applications of Landsat are also reviewed. Each picture is described by its caption which discusses the well-known geographic points of interest, the urban and cultural features, the major agricultural or industrial activities of the area, and the natural vegetation. The geology has been given considerable attention. The scenes represent the entire global land surface. The book is intended to be used with Educators Guide for Mission to Earth: Landsat Views the World.''

UNESCO Programing and Budgeting Need Greater U.S. Attention. Report to the Congress by the Comptroller General.

General Accounting Office, Washington, D.C.
Report No.-ID-79-12
Pub Date-14 Sep 79
Note-55p.; Appendix II may not reproduce clearly
Available from-U.S. General Accounting Office, Distribution Section, Room 1518, 441 G Street, NW., Washington, D.C. 20548 (single copies, free)
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cost Effectiveness, *International Organizations, *International Programs, Needs, Objectives, *Participation, *Program Budgeting, *Program Planning
Identifiers-*UNESCO

The participation of the United States in the programing and budgeting process of UNESCO (United Nations Educational, Scientific, and Cultural Organization) is reported. The document is presented in four chapters. Chapter I, the introduction, traces the growth of the United Nations system, UNESCO background, U.S. representation to UNESCO, and efforts to improve the effectiveness of U.S. participation. Chapter II examines U.S. participation in UNESCO relative to policy objectives, priorities, and effectiveness of representation. Chapters III and IV describe UNESCO program planning and budgeting and the role of the United States in that process. Conclusions concerning U.S. participation in UNESCO are that procedures for establishing current explicit statements of U.S. program objectives are inadequate; development of a new policy analysis process is lagging; performance of some U.S. representatives at UNESCO forums is reduced because of inadequate preparation time and inexperience; and domestic agencies and professional constituencies concerned with UNESCO are not involved early or deeply enough. Concerning the UNESCO program and budget, the report concludes that the usefulness of the goal/cost approach was diminished because the plan addressed only direct program costs, descriptions of program objectives were vague, and opportunities for effective input from member governments were limited and had little or no effect on the final documents. Recommendations are for the United States to participate earlier and more actively in the development of the UNESCO plan and budget. (KC)

ED 170 551 TM 008 207

Parent's Guide to Understanding Tests.
CTB / McGraw-Hill, Monterey, Calif.
Pub Date-76
Note-15p.
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Tests, *Educational Testing, Parent School Relationship, *Scores, Standardized Tests, *Student Testing, Test Interpretation, *Tests

This brief introduction to testing is geared to parents. Types of tests are defined, such as standardized tests, achievement tests, norm referenced tests, criterion referenced tests, and aptitude tests. Various types of scores (grade equivalent, percentile rank, and stanine are also defined, and the uses made of tests by administrators, teachers, and counselors are described. Information provided especially for parents involves availability of testing information; helping children prepare for tests; meaning of scores; and school improvement. (MH)

ED 179 572 TM 009 853

Lopatka, R.

Report on the Development and Administration of the High School Social Studies Achievement Tests. Fall, 1978.

Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Student Achievement.

Pub Date-Sep 78

Note-102p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Achievement Tests, Cognitive Processes, Content Analysis, Critical Thinking, *Decision Making Skills, Foreign Countries, Item Analysis, Norms, *Problem Solving, Senior High Schools, *Social Studies, State Programs, *Test Construction, Testing Programs, Test Reliability, Test Validity, *Thought Processes, Values

Identifiers-Alberta, Canada, *Values Clarification

The Alberta High School Social Studies Achievement Tests are described in terms of the procedures used for test construction and analysis of the norming data. The test construction is explained according to a model for the values clarification process in the social studies, and the evaluation models appropriate for assessing the values clarification process and its component skills. Five analyses of the tests are described: total tests, item levels, content areas, Canadian content, and processing skills. The values clarification process is comprised of two components: knowledge processing including acquiring, organizing, interpreting, analyzing and evaluating, and synthesizing; and value processing including identifying, arranging and organizing, analyzing, evaluating, and internalizing. Concept areas which are assessed include: participatory government, national unity, poverty, urbanization, regional disparity, tradition and change, population and production, conflict and cooperation, ideologies, political systems, and economic systems. Conclusions based on test results and recommendations for the testing program are given. (MH)

ED 179 502 TM 009 894

Schrader, William B., Ed.

Measurement and Educational Policy. Proceedings of the ETS Invitational Conference (Washington, D.C., October 28, 1978).

Educational Testing Service, Princeton, N.J.

Pub Date-79

Note-100p.

Available from-Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, 94104 ($5.95)

Journal Cit-New Directions for Testing and Measurement; n1 1979

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academically Gifted, Bilingual Students, *Compensatory Education Programs, Educational Accountability, *Educational Assessment, Educationally Disadvantaged, *Educational Policy, *Educational Testing, Evaluation Needs, *Federal Legislation, Graduation Requirements, Handicapped Students, Measurement Goals, Minimum Competency Testing, Policy Formation, Program Evaluation, Resource Allocations, State Programs, *Testing Problems, Test Results

Identifiers-Connecticut, Education for All Handicapped Children Act, Elementary Secondary Act Title VII, Elementary Secondary Education Act Title I, Georgia, New Jersey

This conference was organized around four policy concerns: (1) the needs of handicapped, gifted, and bilingual students; (2) the use of test results to allocate federal compensatory education funds; (3) the validity of minimum competency testing; and (4) the demand for increasingly sophisticated evaluations. Garry L. McDaniels discussed the Education for All Handicapped Children Act; James J. Gallagher presented issues on the identification and education of gifted children; and Maria Medina Swanson described progress made in bilingual education since the Bilingual Education Act and the Lau v Nichols court decision. Joel S. Berke introduced the topic of funding allocations; Fred E. Burke presented New Jersey's rationale for combining test scores and socioeconomic status, as an index for compensatory program funding; and George F. Madaus supported the use of statewide norm-referenced achievement tests. Mark R. Shedd and R. Robert Rentz described minimum competency testing programs in Connecticut high schools and in the Georgia state colleges, respectively. Finally, Peter H. Rossi stressed the need for recognizing when not to evaluate, the difference between pilot and full-scale programs, and complications in calculating cost-effectiveness; and John Ellis illustrated how evaluations have influenced congressional appropriations. The 1978 Educational Testing Service measurement award was presented to John C. Flanagan. (CP)

ED 170 612 UD 019 828

Montero, Darrel

The Vietnamese Refugees in America: Patterns of Socioeconomic Adaptation.

Spons Agency-Maryland Univ., College Park.
Pub Date- 78
Note-48p.; Not available in paper copy due to the reproduction quality of the original document
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Acculturation, *Adjustment Problems, Culture Conflict, Emotional Problems, *Employment Patterns, Ethnicity, *Immigrants, *Indochinese, Migration, Refugees, *Socioeconomic Status

Between July 1975 and August 1977, telephone interview surveys were conducted to assess the socioeconomic adjustment of Vietnamese refugees to American society. Between the first and last survey, it was found that the employment situation of the refugees had improved. Most refugees who want work have been able to find jobs. The data suggest that on the measures of employment and income the newly arrived Vietnamese refugees are making substantial progress. The refugees still face many problems, however. Most have jobs of lower status than they held in Vietnam, and their pay is low by American standards. Most require greater proficiency in English. Some report feelings of isolation and depression. Nevertheless, in general, the refugees are making substantial socioeconomic progress and are moving toward self-sufficiency. The sociohistorical model used in the analysis shows the contrast between the immigration and assimilation pattern of earlier Asian immigrants and the unique pattern of migration leading to socioeconomic adaptation and future assimilation of the Vietnamese refugees. (Author/RLV)

ED 179 632 UD 019 947

Wingate, James G.

Compensatory Education: A Historical Perspective. Technical Report No. 79-01.

Winard Research Associates, Ltd., Dewitt, N.Y.

Pub Date-79

Note-17p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Compensatory Education, *Compensatory Education Programs, *Educationally Disadvantaged, Elementary Secondary Education, Equal Education, Higher Education, Preschool Education, Remedial Programs, *Self Concept

The State of New York could be considered a pioneer in the field of compensatory education. A number of programs established in the 1930s and 1940s were definitely compensatory in nature. The 1960s saw the extension of compensatory practices at the preschool and elementary levels. By the summer of 1965, over half a million children were enrolled in compensatory programs throughout the country. The introduction of the television show, Sesame Street,'' extended the education of pre-schoolers by means of the media. Pre-school programs gave rise to such secondary school programs as the Upward Bound Program and the Talent Search Programs. The research literature emphasized the importance of self concept enhancement in the education of disadvantaged students. It now appears that compensatory programs have been instrumental in increasing access to educational opportunities. However, the lack of evaluative research data makes it difficult to issue a firm statement on their success. It is imperative that administrators be able to justify the continued funding of these programs. (Author/RLV)

ED 179 072 UD 020 051

Shade, Barbara J.

Racial Preferences in Psychological Differentiation: An Alternative Explanation for Group Differences.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Report No.-WRDCIS-TP-76
Pub Date-Oct 79
Note-35p.; Not available in paper copy due to light print; Report prepared by the Center Royalty Fund Committee. Attachment A and B may be marginally legible; For a related document see UD 020 092
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Behavioral Science Research, *Blacks, *Cognitive Style, Females, Males, Psychological Characteristics, *Psychological Studies, *Racial Differences, Sex Differences, Social Class, *Visual Perception
Identifiers-*Field Dependence

Behavioral differences have often been noted between blacks and whites. These differences seem to be associated with the perception and interpretation of the environment and the subsequent selection of the appropriate adapting strategies. This is a socialized difference which is best explained by the concept of psychological differentiation or cognitive style. The concept refers to the way an individual analyzes and structures his environment based upon his visual perceptions, that is, whether he is field-dependent or field-independent. Although there is disagreement as to whether or not psychological differentiation has any relationship to intelligence, field-independent individuals appear to function better in school situations. Various studies have shown racial differences in psychological differentiation with blacks tending towards field-dependence. However, when social class and sex are entered as variables this assumption becomes questionable. Other areas where perceptual differences have been noted between the races include the emphasis on the oral and aural modes among blacks, social distance or proxemics, and learning and thinking style. Whether these differences exist between classes or not, there is one factor which affects all levels and classes of blacks which may be a significant variable racism. (RLV)

ED 170 205 JC 790 651

Gonzalez, Barbara
Attitudes and English: A Study of Community College Students.
Pub Date-76
Note-114p.; Ph. D. Dissertation, Union for Experimenting Colleges and Universities
Available from-University Microfilms International, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 77-7805, MF, $7.50, Xerography, $15.00)
Pub Type- Dissertations/Theses (040)
Document Not Available from EDRS.
Descriptors-Bilingual Students, Community Colleges, Cultural Awareness, Cultural Factors, *English (Second Language), Ethnicity, Grammar, Junior Colleges, *Junior College Students, Language Skills, *Learning Motivation, *Second Language Learning, *Social Influences, *Spanish Speaking, Speech Skills, Success Factors, Writing Skills

In an effort to determine why students with similar academic abilities have differing rates of success in learning English as a second language (ESL), a study of 225 native speakers of Spanish enrolled in the ESL program at Manhattan Community College was conducted during the 1975 Fall semester to test the hypothesis that success in ESL is dependent upon the individual's instrumental and integrative motivation and upon his/her fear of losing cultural and linguistic identity. Using a bilingual questionnaire, responses to 38 predictor variables, including attitude and motivation measures adapted from Gardner and Lambert, were evaluated and correlated with test results in oral proficiency, passive grammar, and essay writing. Results show that only two predictors were statistically significant at the .05 level: ``anomie,'' which had a positive correlation to oral proficiency, and ``father's knowledge of Spanish,'' which had a negative correlation to progress in passive grammar. The study report concludes with a discussion of the possible reasons for the low correlation rates. A sample questionnaire, six tables describing the statistical correlation of the predictor variables with the progress criteria, and excerpts from the ESL curriculum at Manhattan Community College are appended. (JP)

ED 179 342 SE 028 551

Williams, Martha And Others

Educational Managers' Guide to Diffusion: An Instructional/Assessment Resource for Educators Engaged in Program Diffusion. Field Test Version.

Network of Innovative Schools, Inc., Andover, Mass.

Pub Date-May 78

Note-14p.; Paper presented at the National Dissemination Forum (Arlington, VA, August, 1978); Contains occasional light and broken type

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Diffusion, Education, Educational Innovation, *Educational Programs, *Information Dissemination, *Information Utilization, *Technology Transfer

This guide defines diffusion as the process by which a program or technique is transferred from the site where it was developed to another site. Effective diffusion is based on an understanding of how people and organizations can be helped to change as well as how programs are implemented. It is preceded by a carefully planned transition from operating the program to diffusing it. This guide is designed to assist educators responsible for diffusion to understand the diffusion process, to plan for initiating a diffusion project, and to assess needs for further work on the project's diffusion efforts. (Author/RE)

ED 179 308 SE 028 784

Boyer, Robert And Others

Environmental Studies, Section IV: Natural Resources. Learning Carrel Lesson 8.11: Conflicts of Interest. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-42p.; For related documents, see SE 028 775-788
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Conflict Resolution, *Curriculum Development, Earth Science, Environmental Education, *Geology, *Higher Education, Individualized Instruction, Instructional Materials, Learning Modules, Natural Resources, *Role Playing, *Science Education, Undergraduate Study

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individual learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on conflicts of interest. The student plays the role of a politician who must decide how to vote on an ecological issue (the Alaskan oil pipeline). The slides, audio-cassette tape, and other materials necessary to this lesson are not included. (BT)

ED 170 438 SO 012 138

Williams, Elmer D., Ed. And Others

Creative Activities in Economics for Middle School Students.

Georgia Council on Economic Education, Atlanta.; Georgia Univ., Athens. Center for Economic Education.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-78

Grant-SPI-78-04537

Note-176p.

Available from-Center for Economic Education, University of Georgia, 204 Dudley Hall, Athens, GA 30602 ($2.25)

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Consumer Education, *Economic Education, *Economics, Educational Objectives, Elementary Secondary Education, Junior High School Students, *Learning Activities, *Lesson Plans, Money Systems, *Social Studies Units, Teaching Methods, Vocabulary Development

This learning package presents 15 lessons on principles of economics for use by junior high school social studies classroom teachers as they develop economic education programs. The activities are keyed to the economic education color television/film program Trade-Offs,'' (developed jointly in 1978 by the Agency for Instructional Television, the Canadian Foundation for Economic Education, and the Joint Council on Economic Education). Major objectives of the lessons are to give teachers a wider range of activities from which to choose, facilitate individualized and independent learning, provide experiential activities, and develop and reinforce economic vocabulary. Lesson topics focus on economic choice, factors involved in decision making, earning power, income, selling techniques, and costs and benefits. Activities involve students in class discussion, cutting out pictures and comparing prices of desired items from catalogues, creating charts and graphs, participating in simulation and other games, learning and vocabulary terms, filling-in blanks, solving word puzzles, making bulletin boards, and playing word games. For each lesson, information is presented on behavioral objectives, vocabulary, learning activities, follow-up activities, and a written and/or pictorial description of a learning center for individual and small group projects. (DB)

ED 179 458 SO 012 160

Scott, Kathryn P.

Differences in Female and Male Self-Concepts: Implications for an Educational Intervention.

Pub Date-21 Nov 79
Note-16p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Portland, OR, November 21, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Adolescents, Change Strategies, Changing Attitudes, Curriculum Development, Decision Making, *Females, *Intervention, Junior High School Students, *Males, Secondary Education, *Self Concept, *Sex Role, Social Studies

The paper examines the self-concepts of males and females in relation to academic achievement and describes a current educational intervention project at the junior high school level. A major portion of the paper reviews literature on sex differences for the variables of sex-role and achievement orientation. The literature reveals significant differences between females and males in their orientation toward achievement. Aspirations and expectations appear correlated with notions of traditional sex-role behavior and appropriate masculine and feminine personality traits. Research also indicates that curriculum intervention projects are more effective in changing notions about sex-role behavior with adults rather than children. The final section briefly describes the goals of the current project. Goals are to expand students' self-concepts to include a wide range of possibilities for behavior and to increase their academic performance in subject areas which have been traditionally viewed as more appropriate for either males or females. Materials have been developed for a social studies unit, Decisions About Roles. Students have the opportunity to gather knowledge, examine their values, explore alternatives, make decisions and then act upon them. Pre- and posttests for the unit include sex-role inventories, occupational attitudes and aspirations, and participation and confidence in decision making. (KC)

ED 179 498 SP 014 223

Sadker, Myra Sadker, David

Beyond Pictures and Pronouns: Sexism in Teacher Education Texts.

Spons Agency-Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date- 79

Note-49p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Content Analysis, Nontraditional Occupations, *Preservice Education, *Sex Discrimination, *Sex Stereotypes, *Social Values, Teacher Attitudes, *Textbook Bias, Textbook Evaluation

A research study in which 24 leading preservice teacher education textbooks are examined for degree of sex equity reveals a predominant attitude of imbalance and omission towards the role and contribution of females in American society and education. The textbooks are content analyzed for space allocation and treatment of sexism, sex differences characteristic in a learning environment, experiences and achievements of women, and total amount of text content awarded to males and females. Areas considered are general teacher preparation, psychology of education, foundations of education, and instructional methods for teaching social studies, reading and language arts, mathematics, and science. Recommendations are offered for unbiased textbook development. A list of the specific texts examined is included. (LH)

ED 179 303 PS 011 042

Staff Data and Materials Relating to Social and Child Welfare Services. 96th Congress, 1st Session, Committee Print.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.
Report No.-CP-96-29
Pub Date-Sep 79
Note-66p.; For related document, see PS 011 129 ; Some pages marginally legible due to faint type
Pub Type- Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adoption, *Child Welfare, Costs, *Federal Legislation, *Federal Programs, Foster Family, Public Support, *Social Services, *State Federal Aid, Tables (Data)
Identifiers-Aid to Families With Dependent Children, *Social Security Act Title XX

This U.S. Government publication provides an overview of the welfare titles of the Social Security Act. In Section One, pending legislation (H.R. 3434, H.R. 3091, and S.1184) is reviewed. Section Two describes child welfare, foster care and adoption programs. Current law and legislative proposals concerning child welfare services, foster care and adoption assistance are summarized in a format designed for easy comparison. Statistical data in 18 tables concerning Title XX services, allocations, eligibility criteria, training funds, and AFDC costs and program participants are included. (Author/RH)

ED 179 528 SP 015 117

Randhawa, Bikkar S.

Job Success of the College of Education Undergraduates of 1977-78.

Saskatchewan Univ., Saskatoon. Education Research Resources Centre.
Report No.-IRR-79-1
Pub Date-2 Feb 79
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Change, Employment Opportunities, *Followup Studies, *Job Satisfaction, Occupational Choice, *Teacher Education, *Teacher Employment, Teacher Supply and Demand
Identifiers-University of Saskatchewan (Canada)

The purpose of this study is to determine whether any aberrations in teacher employment patterns for graduates of the teacher education program in Saskatchewan, Canada, had occurred in 1978 as contrasted with previous years. The following questions were considered: (1) What is the relative job success of applicants under various job categories? (2) What is the relative job success of applicants from various teacher education programs? (3) Are the teacher candidates from the different teacher education programs assigned teaching duties in the appropriate grade or division levels? (4) What are the general reasons for the qualified teachers accepting other than teaching jobs? (5) What is the relative demand for students from Saskatchewan in other provinces? (6) Are some professional specialities more in demand than others? (7) What are the plans of those who did not apply for teaching positions or who were not offered any positions? (Author)

ED 179 552 TM 009 635

Clarke, S. C. T. And Others

Alberta Grade III Achievement Study. Fall 1978.

Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Student Achievement.

Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date-78

Note-82p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, Age, Arithmetic, Basic Skills, Cognitive Ability, Educational Assessment, Educational Trends, Foreign Countries, *Grade 3, Language Arts, Primary Education, Reading Achievement, Rural Urban Differences, State Surveys, *Test Results

Identifiers-*Alberta, California Achievement Tests, California Test of Mental Maturity, Gates MacGinitie Reading Tests

As a companion project to the Edmonton Grade III Achievement: 1956-1977 Comparisons, this study had two purposes: to establish benchmarks of basic skills achievement and to compare the achievement of various subgroups. Third grade students in Alberta were administered the Gates MacGinitie Reading Tests Vocabulary and Comprehension, and the California Achievement Tests Reading, Mathematics, and Language. Comparisons were made between Edmonton students and the rest of the province. In the newer editions of the tests, provence-wide results showed mean scores significantly higher than Edmonton results except on two California mathematics tests. Mean scores for the two groups on the 1963 edition of the California Test of Mental Maturity were not significantly different. Results also indicated that non-urban schools performed better than urban schools. Achievement in Edmonton was determined to be on a par with achievement in metropolitan areas. Based on test results from a 1956 study, it was concluded that standards in reading and language had risen substantially over the years. (MH)

ED 179 613 UD 019 829

Pearn, M. A.

Employment Testing and the Goal of Equal Opportunity: The American Experience.

Runnymede Trust, London (England).

Pub Date-Jul 78

Note-40p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affirmative Action, Aptitude Tests, Blacks, Disadvantaged Groups, *Equal Opportunities (Jobs), *Minority Groups, *Occupational Tests, Racial Discrimination, Standardized Tests, Supreme Court Litigation, *Test Bias, *Test Validity

Testing in the United States has had a checkered history since tests were developed and used at the beginning of this century. In the earlier part of the century, test results were used to justify the exclusion of immigrants from parts of Europe. More recently, they have come under attack as restricting the access of blacks to jobs and education. Following the Civil Rights Act of 1964, there was an increase in litigation about testing, and as an alternative to employment tests, many employers instituted special programs and practices to insure minority hiring and advancement. The past few years have seen a greater flexibility on the part of the courts and an increase in the use of employment tests, with greater attention paid to the question of test validity. Testing is now on a firmer footing and should not be judged by the inadequacies of the past. With due regard to the reduction of bias in their use, validity used job related tests can contribute to the removal of arbitrary barriers to the employment of minority workers. (Author/RLV)

ED 179 633 UD 019 953

Akbar, Na'im

Cultural Expressions of the African American Child.

Pub Date- 78
Note-19p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affective Behavior, *Black Culture, *Black Students, Body Language, Caucasian Students, Classroom Environment, *Cognitive Style, Cultural Background, *Cultural Differences, Elementary Secondary Education, Language Patterns, *Learning Modalities, *Life Style, Nonverbal Communication, Problem Solving, Psychomotor Skills, Sociocultural Patterns, Speech Communication

Interpretations of the differences between the African American child and the Caucasian child in North America follow two major trends. In one the differences in the African American child are viewed as deviance from the Euro-American norm and therefore inferior or pathological. In the other, the differences are viewed as deviant but adaptive forms of behavior for living in environments of oppression and poverty. In both these interpretations it is assumed that the norm is the behavior of the middle-class Caucasian child. The result of these ethnocentric assumptions has been the continued educational failure of the African American child. African American scholars should investigate specific behavioral patterns in the African American lifestyle in order to formulate theoretical notions and programmatic interventions which take cognizance of these patterns without necessarily seeking to modify them. Areas for further study include African American linguistic patterns, oral communication, people vs. object orientations, visual and motor skills, body language, thinking and problem solving, and spontaneity. (Author/PMR)

ED 179 053 UD 019 985

Wilson, Andrea

Two Partnership Models Aimed at Easing Transition from School to the World of Work.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date-20 Nov 78

Note-11p.; For related documents, see UD 019 979-987; Paper presented at the National Conference on Urban Education (4th, Philadelphia, PA, November 18-21, 1978)

Available from-Not available separately; See UD 019 979

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

Document Not Available from EDRS.

Descriptors-*Demonstration Programs, Disadvantaged Groups, Educational Programs, *Education Work Relationship, Elementary Secondary Education, *Interpersonal Competence, Models, *Public Education, *School Community Relationship

Identifiers-New York (New York), *Open Doors, *Social Learning Curriculum

Open Doors'' and the Social Learning Curriculum'' are two models for facilitating the transition from school to work. Both models fit into the framework that Lawrence Cremin outlines in his book, Public Education and the Education of the Public,'' when he urges us to think comprehensively, relationally, and publicly about schools. The Open Doors approach, supported by the New York City Economic Development Council, requires collaboration between business, labor, educators, and the community at large. Major activities include: (1) speaker programs for students; (2) workshops for educators in places of industry and government; (3) programs in which legal professionals visit schools; and (4) the development of curriculum materials and the channeling of existing materials to educators. The Social Learning Curriculum represents a completely different approach to the challenge of preparing students to function in society and work. It proposes to create a full range (K-12) of curriculum materials which emphasize social/adaptive skills as part of school programs. The proposal is to adapt existing materials (recently developed for exceptional children) for use with disadvantaged students. In different ways, both of the programs described above strengthen the comprehensive and relational dimensions described by Cremin, as well as addressing the need for extending public'' education beyond the schools. (Author/GC)

ED 179 285 PS 011 015

Garrity, Linda I.

Maternal Responsiveness and Infant Vocalization.

Wisconsin State Dept. of Health and Social Services, Madison.

Pub Date-Aug 79

Note-13p.; Paper presented at the meeting of the International Council of Psychologists (Princeton, NJ, August 29-31, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Infants, Longitudinal Studies, Measurement Techniques, *Mothers, *Parent Child Relationship, *Reaction Time, *Sex Differences, *Speech Communication, Validity

The rapidity with which mothers respond to their infants' vocalizations by either vocalizing or verbalizing was compared for five male and five female later-born, (i.e., not first-born) children and their mothers. Videotapes were made from behind a one-way mirror when infants were 2, 26, 52, and 78 weeks of age; each tape represented a five-minute free play session in which mothers were instructed to play with their children as they normally would at home. Results showed that while the amount of maternal speech was similar for boys and girls at 2 weeks of age, mothers vocalized and verbalized more to daughters than to sons at 26, 52, and 78 weeks of age. It was also found that while mothers responded more quickly to their sons' utterances at 2 weeks of age, they responded more quickly with a vocalization to their female children's vocalizations at 26, 53, and 78 weeks of age. For girls there was a high correlation between frequency of vocalization and rapidity of maternal vocal response at all four ages. For boys there was no correlation between frequency of vocalization and rapidity of maternal vocal response at 2, 26, and 78 weeks of age and a significant negative correlation between the two at 52 weeks. It was concluded that the frequency of boys' vocalization apparently is independent of maternal responsiveness and that girls are more influenced by maternal or vocal reinforcement than are boys. Data from five additional mother/infant dyads in which the mothers were emotionally disturbed formed the basis for claiming that the measure of maternal responsiveness used in this study was a valid measure of the broader concept of maternal sensitivity. (JMB)

ED 179 324 RC 011 621

Friedman, Myron And Others

ESEA Title I Migrant Program. Final Technical Report. June 30, 1979.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.

Pub Date-30 Jun 79

Note-660p.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, Bilingual Education, Comparative Analysis, Early Childhood Education, *Educational Assessment, Elementary Secondary Education, Followup Studies, *Migrant Education, *Migrant Health Services, Parent Associations, Parent Participation, Program Effectiveness, *Program Evaluation, Questionnaires, School Health Services, Teacher Evaluation, Teacher Qualifications

Identifiers-*Elementary Secondary Education Act Title I, Migrant Education Amendment, Texas (Austin)

A comprehensive evaluation of Austin Independent School District's Migrant Program for 1978-79, this document identifies program accomplishments and areas where further action is needed and provides extensive documents supporting the decision and evaluation questions published in the project evaluation design. Academic achievement of students at several levels (pre-K-12) and delivery of health services to 90% of the migrant pre-K students are among the positive findings summarized. Supervision of migrant teachers, implementation of diagnostic-prescriptive teaching approach, and standardization of the quality of programs in grades 6-12 are areas requiring action. Appendices contain detailed information on achievement testing procedures and results, migrant attendance, type and amount of instruction received by migrant students, clothing purchases, health services, and parent advisory committees. Interviews with teachers, administrators, and migrant parents are reported; concerns were each group's knowledge of the range of services provided by the Migrant Program, satisfaction with the program, and perceived needs. Migrant teacher performance is discussed and favorably compared to performance of locally funded teachers. (JH)

ED 179 309 SE 028 785

Boyer, Robert And Others

Environmental Studies, Section IV: Natural Resources. Learning Carrel Lesson 8.12: Soils. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-36p.; For related documents, see SE 028 775-788
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, Earth Science, *Higher Education, Individualized Instruction, Instructional Materials, *Learning Modules, *Science Education, Science Instruction, *Soil Conservation, Undergraduate Study
Identifiers-*Soil

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individualized learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on soils and soil conservation practices. The slides, audio-cassette tape, and other materials necessary for this lesson are not included. (BT)

ED 179 305 SE 029 327

Ley, Gary A., Ed. McCurdy, Donald, Ed.

Basic Teaching Units, BTU's on Energy. Nebraska Energy Conservation Plan.

Nebraska State Energy Office, Lincoln.
Pub Date- 78
Note-598p.; Not available in hard copy due to marginal legibility of original document; Appendix 6, pages VII-53 through VII-58 and XIV-27 removed due to copyright restrictions
Available from-Nebraska State Energy Office, 301 South Centennial Mall, 4th Floor, P.O. Box 95085, Lincoln, NE 68509 (no price quoted)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum, *Energy, *Energy Conservation, *Fuel Consumption, Fuels, Home Economics, Industrial Arts, *Interdisciplinary Approach, Natural Resources, Petroleum Industry, Physics, Science Education, *Secondary Education, Solar Radiation, Vocational Agriculture
Identifiers-*Energy Education

This collection of 21 teaching units is designed for use in energy education within various disciplines of the secondary curriculum. Each unit is designed to stand alone. Suggested teaching times range from five to fifteen days. No particular order of presentation is implied. Each unit is organized as follows: abstract, recommended level, time required, teaching strategies, advance preparation, goals and objectives, daily lessons recommended, evaluation suggestions, and bibliography. Units that require handouts or transparencies include duplication masters. Teachers are encouraged to modify the units. Topics include scientific principles of energy; historical, present and future energy sources; economics; and solar energy. (RE)

ED 170 410 SE 029 447

Chemistry, A Syllabus for Secondary Schools.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.; State Univ. of New York, Albany.
Pub Date-79
Note-187p.; For related document, see ED 055 909
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Atomic Structure, *Chemistry, *Course Content, Curriculum Development, *Curriculum Guides, Energy, *Science Courses, Science Curriculum, Scientific Concepts, Secondary Education, *Secondary School Science, *State Programs

Presented is a modern view of chemistry suitable for pupils with a wide range of skills and abilities. The outline of topics provides the unifying principles of chemistry together with related facts. The principles included in the outline are basic to man's understanding of his environment. The topical outline is divided into nine major units: Matter and Energy, Atomic Structure, Bonding, Periodic Table, Mathematics of Chemistry, Kinetics and Equilibrium, Acid-Base Theories, Redox and Electrochemistry, and Organic Chemistry. A tenth unit, Application of Principles of Reaction, is to be related to, and integrated into, other units as it applies. Each unit is subdivided into specific topics, each of which has additional material associated with it. Understandings and Fundamental Concepts outline the basic concepts, while Supplementary Information provides amplification and explanation of the basic concepts. (Author/HM)

A Guide for Community Arts Education Development.

Wisconsin Alliance for Arts Education, Milwaukee.; Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-WAAE-Bull-8552
Pub Date-79
Note-165p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education, *Change Strategies, Community Action, *Community Change, *Community Education, *Community Planning, Community Programs, Community Resources, Community Study, Elementary Secondary Education, *Fine Arts, Handicapped Students, *Program Development

A resource book for the development of arts education in the community is presented in four sections. Section I lists seven of the Wisconsin State Plan Community Related Objectives: to initiate or expand communication between arts groups, arts institutions, and public and private organizations; expand arts education programs for adults through existing social, religious, professional, and national organizations; develop arts education programs for special populations; involve community artists in elementary and secondary school programs; develop community based arts education programming; encourage the involvement of professional artists and groups outside of the public school curriculum; and expand the commitment of business, industry, and labor leaders to arts experiences for the benefit of employees, employers, and the community. Section II outlines procedures for workshops to develop implementation strategies. Section III, the major part of the document, provides an analysis in chart form for achieving each of the seven objectives. The chart lists actions; activities for implementation; agencies, groups, and persons responsible for action; when the objective may be achieved; the present status of the objective; and sources for further information. The final section lists organizations for information related to community arts education in Wisconsin. (KC)

ED 179 573 TM 009 854

Merchak, Nick And Others

Assessing Communication Skills: A Review of the Literature.

Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Student Achievement.

Pub Date-Mar 79

Note-224p.; Handwriting samples may not be legible

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Communication Skills, Educational Research, Elementary Secondary Education, Foreign Countries, Functional Illiteracy, *Listening Skills, Literacy, *Reading Ability, *Speech Communication, *Student Testing, Tests, *Writing Skills

Identifiers-Canada, Great Britain

A review of the literature on assessing communications skills is presented. Communication skills are dividied into five areas: reading literacy, writing literacy, functional literacy, oral communication, and listening. Within each area, a definition is given, current assessment views are listed, and descriptions of relevant research are provided. The research reported is generally limited to new assessment techniques which show potential for future applications, and to studies at the elementary through secondary levels. Activity-oriented research is emphasized. Innovative and technical research from Canada, the United States, Great Britain and other English-speaking countries is reported. Reviews are limited to research from 1970 to the present. The literature review is organized as follows: (1) assessing communication skills an overview; (2) bibliographic essay on research for literacy assessment; (3) bibliographic essay on oral communications and listening; (4) bibliographies on each of the five skill areas, and general overview; and (5) five appendices which contain summaries of individual research projects in each of the skill areas. (MH)

ED 179 873 UD 020 052

Williams, Georgia

School Resegregation: Residential and School Process Study; A Collaborative Leadership Planning/Training Project. Executive Summary, Third Year Report: 1978-79.

Berkeley Unified School District, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Desegregation Studies Div.

Pub Date-79

Contract-400-76-0104

Note-75p.; Not available in paper copy due to reproduction quality of original document; Attachments A and B may be marginally legible

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Blacks, Elementary Secondary Education, Integration Plans, Leadership, *Leadership Training, Minority Groups, Models, *Program Descriptions, Racial Composition, Residential Patterns, *School Community Relationship, *School Integration, *School Resegregation

Identifiers-*California (Berkeley)

This is the final report of a research project designed to develop a model for leadership in school desegregation. The model was to be based on a collaborative process involving city and school decision makers in Berkeley, California. As part of background information, the racial composition of the Berkeley Unified School District is described. The history of school desegregation in Berkeley, including a tendency toward resegregation since 1972, is reviewed. Activities of the leadership planning/training project, designed to explore and reverse the resegregation process, are outlined and major findings for each of the three years of the project are presented. Numerous shortcomings of the project are mentioned, including the absence of participation of the University of California and of other sectors of the community, gaps in general data and in information on groups other than blacks and whites, and insufficient dialogue regarding dissemination and analysis of previous project reports. Nontheless, it is held that the model developed is viable and exportable to other communities for the purpose of providing leadership training for top city/school dicision makers. Appended to the reports are data on student enrollment in Berkeley, achievement test results, as well as excerpts from previous project reports. (GC)

ED 179 343 SE 026 833

Resource Guide to Applied Basic Skills - A. Clock Time. Activity Booklet I: Quantitive.

Georgia Univ., Athens. Center for Educational Improvement.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.
Pub Date- 78
Note-53p.; For related documents, see SE 026 834-838; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Curriculum Guides, Elementary Secondary Education, *Instruction, *Learning Activities, *Mathematics Education, *Objectives, Primary Education, *Time

Activities related to the skill category clock time'' are given. For each objective, three levels of activities are given: primary, elementary-middle, and secondary. Enrichment activities are also provided. (MP)

ED 179 400 **SP 014 240**

Land, M. L. Smith, L. R.
Low Inference Teacher Clarity Variables: Effects on Student Achievement.
Pub Date-Apr 79
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 8-12, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Classroom Communication, *Communication (Thought Transfer), Effective Teaching, *Language Fluency, Speech Communication, Speech Skills, *Teacher Behavior
Identifiers-*Teacher Clarity

A description is given of three studies on the effects of teacher clarity upon student achievement. Three low inference variables of teacher clarity vagueness terms, mazes, and additional unexplained content were selected for study. Vagueness terms are words or phrases indicating approximation, unclarity, or lack of assurance. A maze is defined as any unit of discourse that does not make semantic sense such as false starts or halts in speech, redundancy, and tangles of words. Clarity is exemplified by simplicity of expression. Eight lessons, scripted to be conducted by one teacher, each containing examples of lack of clarity, were observed. The results of these studies indicated a cause-effect relationship between teacher lack of clarity and student achievement. The effects in absolute terms, however, were small. (JD)

ED 179 208 JC 790 653

de Rowe, Cora
The Learning Center: Glendale Community College Response to the Developmental Needs of the New Students.''
Pub Date-Dec 79
Note-67p.; Graduate seminar paper, Pepperdine University
Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Colleges, *Developmental Programs, Dropouts, Individualized Programs, Instructional Materials, *Junior Colleges, *Learning Laboratories, Learning Modules, *Nontraditional Students, Program Administration, Program Descriptions, Program Development, *Program Evaluation, Remedial Programs, Student Needs, Student Personnel Services, Student Testing, Tutoring, Writing Skills

The Learning Center at Glendale Community College is described in this four-part report which also evaluates the success of the Center in meeting the needs of new, nontraditional students. Part I reviews the literature dealing with the high dropout rate of nontraditional students admitted via the open door'' and provides definitions for the terms developmental,'' new students,'' and learning centers.'' Part II describes (1) the new college clientele, consisting of high risk'' students from divergent and isolated backgrounds rather than 18-year-old high school graduates; (2) eight goals pursued by the Center in the diagnosis and correction of academic deficiencies; (3) the Center's history; (4) its place within the college organization; (5) the Center's physical facilities and learning materials; (6) the individualized modular programs provided for self-initiated or instructor-referred students; (7) the Center's Writing Lab; and (8) other programs including English as a Second Language and the tutorial program. Part III presents a point by point qualitative evaluation of the Center's services, facilities, budget procedures, and staff and describes the results of another evaluation completed by 155 students and ten instructors. Part IV outlines general conclusions pointing to improvements needed in such areas as training and student follow-up. (Author/JP)

ED 179 304 PS 011 043

Espinoza, Renato Newman, Yvonne

Stepparenting.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Child and Family Mental Health.

Report No.-DHEW-ADM-78-579

Pub Date-79

Contract-PLD-6678-76PB

Note-66p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-024-00853-2, $2.20)

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annotated Bibliographies, Emotional Adjustment, Emotional Response, *Family Problems, *Family Relationship, *Family Structure, Parent Child Relationship, *Parent Role, *Role Perception, Role Theory

Identifiers-*Stepparents

This paper describes and organizes empirical information about stepfamilies. The emphasis is on (1) the nature of stepparent roles, (2) how individuals adjust to the demands imposed by the roles, and (3) how the special steprelationships affect the overall functioning of the family. Special problems of stepfamilies are examined and advice offered from popular literature is reviewed. Research needs are identified and considerations for helping professions are noted. An annotated bibliography is included. (Author/JMB)

Saad, Geti, Comp.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Vol. 12, No. 1, 1978, Period Covered January-March 1978.

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-TT-78-53391/1

Pub Date-78

Note-46p.; Not available from EDRS in paper copy due to fading ink throughout original document; For related documents, see ED 160 524 and ED 162 943

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Comparative Education, Curriculum, *Developing Nations, Educational Administration, Educational Change, *Educational Development, Educational Finance, Educational History, Educational Objectives, Educational Philosophy, Educational Planning, *Educational Practice, Elementary Secondary Education, *Foreign Countries, Higher Education, Instructional Media, Libraries, Literacy, Medical Education, Teacher Education, Womens Education

This annotated bibliography contains 92 citations of journals, newspapers, and government publications from Pakistan published January through March, 1978. Entries are arranged alphabetically by author in 21 categories which include: administration, organization, and financing of education; adult education; curriculum; educational goals; planning, reforms, and research; elementary and secondary education; examinations; languages; libraries; medical, science, and teacher education; teaching methods and media; technical education; textbooks; women's education; and higher education. An author index concludes the document. (KC)

Safilios-Rothschild, Constantina
Sex Role Socialization/Sex Discrimination: A Bibliography. Volume II.
National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Contract-NIE-C-74-0139
Note-125p.; For a related document, see SO 012 106
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Achievement, Anthropology, Economics, Elementary Secondary Education, Equal Education, *Females, Higher Education, History, Interdisciplinary Approach, Literature, *Males, Occupational Mobility, Postsecondary Education, Psychology, *Sex Discrimination, Sex Education, *Sex Role, Sex Stereotypes, *Socialization, Sociology, Womens Studies

The bibliography presents a comprehensive list of literature on sex role socialization and sex discrimination published between 1960 and 1974. It is designed to provide researchers with an interdisciplinary bibliography on the subject and with a sense of the developmental trends in this area over the last two decades. Over 3,000 entries including books, journals, speeches, convention reports, and doctoral dissertations cover the subject in the disciplines of history, sociology, anthropology, literature, psychology, and economics. Items are listed alphabetically by author. (KC)

ED 179 527 SP 015 128

Galler, Wayne H.

Elementary Teacher Education CORE Program.

Illinois State Univ., Normal. Coll. of Education.

Pub Date-79

Note-17p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication Skills, *Cooperative Teaching, Elementary Education, Individual Instruction, *Individualized Instruction, *Interdisciplinary Approach, *Interinstitutional Cooperation, Liberal Arts, Practicums, *Preservice Education, *Program Design, Sciences, Teacher Centers, Team Teaching

Identifiers-Illinois State University

The Illinois State University Elementary Teacher Education CORE Program is described. The four-semester program provides for extensive preservice clinical experiences both at on-campus and off-campus locations, an interdisciplinary teaching of content and methods, and a culminating semester at an off-campus Teacher Education Center. The program also operates on the principle of individualized instruction and advising for its preservice teacher-participants. The program illustrates the benefits that may be derived from public school-university cooperative programs. Addresses are given to contact resource persons for further information. (Author/LH).

ED 179 593 TM 009 896

Allen, Carter

A Strategy for the Systematic Followup of Graduates of Personnel Preparation Programs.

Pub Date-4 Nov 77

Note-32p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Graduates, *Curriculum Evaluation, Data Analysis, *Data Collection, *Graduate Surveys, Higher Education, Participant Satisfaction, Special Education Teachers, Surveys, Teacher Education Curriculum

Identifiers-Mail Surveys, University of New Mexico

The procedure is described for a followup of the graduates of the University of New Mexico Department of Special Education; which was conducted in order to evaluate the academic programs. The components are comprised of: developing survey instruments; maintaining a correct mailing list; obtaining basic followup information; obtaining extensive followup information; and analyzing and reporting results. The substeps within each component are discussed. Questionnaires used in the followup study are appended. (MH)

ED 179 344 SE 026 834

Resource Guide to Applied Basic Skills - B. Calendar Time. Activity Booklet I: Quantitive.

Georgia Univ., Athens. Center for Educational Improvement.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date- 78

Note-42p.; For related documents, see SE 026 833-838; Not available in hard copy due to marginal legibility of original document

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Instruction, *Instructional Materials, *Learning Activities, *Mathematics Education, *Measurement, Objectives, Primary Education, *Skill Development, *Time

This activity booklet contains activities related to the skill category of calendar time. For each behavior that is to be learned, activities are given for primary, elementary-middle, and secondary levels. Behaviors are categorized by level and are graded, with the easier tasks appearing first. (MP)

ED 179 370 SE 028 786

Boyer, Robert And Others

Environmental Studies, Section IV: Natural Resources. Learning Carrel Lesson 6.13: Water. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-45p.; For related documents, see SE 028 775-788
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, Earth Science, Environmental Education, *Higher Education, Individualized Instruction, Instructional Materials, *Learning Modules, Natural Resources, *Science Education, Science Instruction, Undergraduate Study, *Water Resources
Identifiers-*Water Quality

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individual learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on water, specifically water quality and water resources. The slides, audio-cassette tape, and other materials necessary for this lesson are not included. (BT)

ED 179 420 SE 029 448

Stoddard, Eleanor And Others

Federal Funds for Research and Development Fiscal Years 1977, 1978, and 1979. Volume XXVII.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
Report No.-NSF-79-310
Pub Date-Jun 79
Note-105p.; Contains occasional small print and shaded charts and graphs which may not reproduce well; For related document, see ED 161 726
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 038-000-00422-1; $2.50)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Data Bases, Development, *Federal Programs, *Financial Support, *Higher Education, Mathematics, *National Surveys, Research, Science Education, *Sciences, *Scientific Research, Statistical Data

This report provides data on Federal funds for research and development for the period from 1977-1979. The data show Federal R&D funding levels as reported by 94 agencies in March through May of 1978, and are based on agency budgets as incorporated in the President's 1979 budget message to Congress. This report is based on three years of the 1979 Federal budget period. Data for the fiscal year 1977 are actual, but data for the next two years are tentative. All agencies with R&D programs are included. R&D totals are given in both outlays and obligations, and the R&D obligational data are distributed by character of work, field of science (for basic research and applied research), and Federal R&D support by states. Research performed at universities and colleges by field of science is shown separately. R&D plant data are also provided. (Author/HM)

ED 179 553 TM 009 738

Hansen, Joe B. Oxford, Rebecca L.

Effects of the Title I Evaluation and Reporting System: TAC Perspective.

Pub Date-Apr 79
Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979); Best copy available; Some tables marginally legible
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Compensatory Education Programs, Educational Needs, Elementary Secondary Education, Evaluation Methods, *Inservice Education, Instructional Materials, *Needs Assessment, *Program Effectiveness, *Program Improvement, School Districts, State Departments of Education, *Technical Assistance, Use Studies
Identifiers-Elementary Secondary Education Act Title I, *Northwest Regional Educational Laboratory, Technical Assistance Centers, *Title I Evaluation and Reporting System

A study was conducted to evaluate the effectiveness of services offered by the Northwest Regional Educational Laboratory as a technical assistance center (TAC) to aid state departments of education and local school districts in implementing the Title I Evaluation and Reporting System (TIERS). The data were also used to help establish priorities for future services and to improve existing services. Four data collection procedures were used: an informal, preliminary survey; interviews; a mail survey; and reviews of documents. Among the findings were: (1) clients' evaluation procedures improved; (2) consultation on redesigning state forms was helpful; (3) an improved attitude toward evaluation was evident; and (4) improved use of evaluation data for decision making occurred. Client needs were also noted: training in testing and measurement and in evaluation design and usage; inservice training for testing programs; assistance in understanding regulations and in interpreting and using normal curve equivalents (NCE); and training in the use of evaluation data. Recommendations were also made by a review panel: self-contained packaged materials for clients to expand capabilities and reduce costs, and greater use of media presentations. (MH)

ED 179 614 UD 019 837

Saunders, Cheryl

Census 1981 Question on Racial and Ethnic Origin. Briefing Paper.

Runnymede Trust, London (England).
Pub Date-May 78
Note-25p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Census Figures, Demography, *Ethnicity, *Information Utilization, *Minority Groups, *Race, Racial Discrimination, Social Discrimination
Identifiers-*Great Britain

The British Office of Population Censuses and Surveys (OPCS) is considering the inclusion of a question on race and ethnic origin in the 1981 census of Great Britain. This paper addresses the importance of obtaining statistical data on minority groups and examines some of the arguments and problems likely to be raised over the issue of including such a question in the census. Data showing discrimination in employment and housing in Britain are reviewed, and the inadequacy of available information for forming and implementing anti-discrimination policy is cited. Objections raised by politicians in opposition to the census question on race/ethnicity are reviewed and contested. It is pointed out that the alternatives suggested by the OPCS will not provide useful information. Some features of ethnicity, descent, and religion which might influence the wording of a census question are discussed. Policies of other countries in regard to census data on race, language, religion, and country of birth are briefly considered. A number of suggestions are offered on how questions which are simultaneously useful and non-discriminatory could be developed. A discussion of the use of the word ``race'' is appended to the paper. (GC)

ED 179 634 UD 019 955

Legal Analysis: Trends in School Desegregation Law. No. 3, October 1979.

Education Commission of the States, Denver, Colo. National Project and Task Force on Desegregation Studies.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Pub Date-Oct 79
Note-16p.; Not available in paper copy due to print color of original document
Journal Cit-Legal Analysis: Trends in School Desegregation Law; n3 Oct 1979
Pub Type- Information Analyses (070) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Economic Climate, Elementary Secondary Education, *Equal Education, Futures (of Society), *Integration Litigation, Political Influences, *School Integration, *Supreme Court Litigation
Identifiers-*Ohio (Columbus), *Ohio (Dayton)

This publication consists of two articles commenting on the recent Supreme Court decisions regarding school desegregation cases in Columbus and Dayton, Ohio. In the first work, author William Taylor offers a legal analysis of the Columbus and Dayton decisions, their historical background, and their implications for the future of desegregation litigation. In the second article, Derrick Bell appraises the national political and economic environment in which the Columbus and Dayton decisions must be interpreted. (Author/GC)

ED 179 286 PS 011 016

Miller, Thomas W.

Equilibration and Sensory Overload in the Pre-School Child: Some Effects of Children's Television Programming.

Pub Date-Sep 79

Note-20p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Aural Stimuli, Cartoons, *Childrens Television, Educational Television, Rating Scales, *Stimulation, *Television Viewing, *Verbal Stimuli, *Visual Stimuli

Identifiers-Sensory Overload

This paper reports an attempt to research sensory overstimulation in a variety of children's television programs by rating the level of visual sensory stimulation, auditory sensory stimulation, verbal response patterns and nonverbal response patterns in 45 television programs designed for pre-school children. The Television Rating Inventory (TVRI) was designed to objectively assess these four dimensions on a 7-point Likert-type scale ranging from helpful to harmful. Programs were assessed by four independent raters. A comparison was made among programs of the following types: (1) cartoon-animal characters (Pink Panther), (2) cartoon-individual characters (Fat Albert), (3) cartoon-group or family characters (Addams Family), (4) human live-action (The Three Stooges), and (5) educational programs (Mr. Rogers' Neighborhood). Results suggest that significant mean differences exist between the types of programming offered through educational children's programs and cartoon features, with the education programs being rated as more helpful than harmful to the pre-school child. Assessment and brief suggest that significant mean differences exist between the types of programming offered through educational children's programs and cartoon features, with the eudcation programs being rated as more helpful than harmful to the pre-school child. Assessment and brief discussion include issues and implications related to adversary roles, sexual stereotyping, aggressive behavior, identification and role models, and likely outcomes in observed childrens' behavior as a result of television viewing. (Author/SS)

ED 179 396 SE 029 328

Berlowitz, Dan And Others
Energy Efficiency Handbook for Driver's Education.
Nebraska State Energy Office, Lincoln.
Pub Date- 79
Note-36p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Change, *Driver Education, *Energy, *Energy Conservation, Equipment Maintenance, *Fuel Consumption, Habit Formation, Life Style, Maintenance, *Motor Vehicles, Safety, Safety Education
Identifiers-*Energy Education

Presented are suggestions to help the automobile driver attain the saving of fuel and money. Discussed are starting and stopping; anticipation of traffic conditions; use of accessories; trip planning; and accomodation of pedestrians and cyclists. Additional topics covered include systematic car maintenance and safety considerations. (RE)

ED 179 500 SP 014 323

Teacher Aide Training System (Administrator's Manual). Description of Teacher In-Service Education Materials.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 77
Contract-400-76-0091
Note-8p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Programs, *Instructional Materials, Manuals, Program Development, *School Administration, *Teacher Aides, Validated Programs

The educational material described is designed for the use of administrators and all personnel who are involved in the training of teacher aides. Topics covered in the described course are the project coordinator, advisory council, school administrators and teachers, trainers, research team, teacher aide trainees, subject matter consultants, the training and followup. Information is provided on course purposes, content, activities, resources, and history of development. A critique and ordering information are included. (JD)

ED 179 574 TM 009 855

Lopatka, R.

Development of Models for Assessing Affective Objectives in the Social Studies. A Report to the Minister's Advisory Committee on Student Achievement.

Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Student Achievement.

Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.

Pub Date-Dec 78

Note-141p.

Pub Type- Reference Materials - Bibliographies (131) - Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Affective Objectives, *Affective Tests, *Citizenship, Course Content, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Foreign Countries, Grade 6, Grade 12, Models, Social Studies, *Test Construction, Values

Identifiers-Canada

The identification and specification of affective objectives in the citizenship/social studies curriculum and the development of models of assessment techniques are discussed. Identification of citizenship objectives is comprised of: selecting target grades; organizing and classifying affective objectives; selecting and assigning priorities to objectives; validating and verifying objectives; and preparing for instrument development. Test development is comprised of: defining evaluation models; constructing test items; field testing items; analyzing field-tested items; and developing a final version of the measurement instrument. Tests are currently in a developmental state for grades 6 and 12. Affective knowledge is identified along two dimensions: process, consisting of receiving, responding, valuing, organizing, and characterizing by a value complex; and affective content, including feelings, beliefs, attitudes, values and value clusters. The citizenship objectives are defined as concern for the well-being of self; appreciation of the family's role in society; concern for others; support of laws and individual rights; appreciation of Canada's political institutions; participation in civic affairs; concern for political affairs at all levels; rational decision making. The majority of the document is comprised of instrument descriptions and tests. (MH)

ED 179 594 TM 009 897

DeLeo, Philip J. Slaughter, Sharon L.

Measuring Student Attitudes Toward the Air Force Traffic Safety Course. Final Report for Period February 1977 December 1978.

Air Force Human Resources Lab., Brooks AFB, Texas.
Pub Date-May 79
Contract-AFHRL-TR-79-5
Note-29p.
Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF0[illegible]/PC02 Plus Postage.
Descriptors-*Course Evaluation, *Military Personnel, Multimedia Instruction, Postsecondary Education, Program Attitudes, Questionnaires, *Student Attitudes, Student Evaluation of Teacher Performance, Test Reliability, Test Validity, *Traffic Safety
Identifiers-Air Force, *Air Traffic Safety

A questionnaire survey was developed to measure the attitudes of students toward the Air Force Traffic Safety Course. Mandatory for virtually all personnel entering the Air Force, this course was taught in a standardized multimedia format at more than 140 locations . It was a 10-hour course of instruction covering environmental hazards, vehicle control, and emergency situations. Attitudes toward instructor, course, and media effectiveness, and opinions about various environmental features (such as noise and temperature) were measured. Attitudes were measured at the unit level and for the course as a whole. It was concluded that: reliability and content and constuct validity were acceptable; attitude scales were appropriate; personnel felt all units were fairly effective; and the course was evaluated favorably by the enlisted airmen and generally unfavorably by officers. It was recommended that the questionnaire be adopted, and suggestions were made for data analysis procedures. (The questionnaires are appended.) (Author/MH)

ED 179 654 UD 019 986

Levine, Donald M.

Towards a Conceptual Model of the Implementation of Management and Planning Systems in Schools.

Research for Better Schools, Inc., Philadelphia, Pa.

Pub Date-Jan 79

Note-48p.; For related documents, see UD 019 979-987; Paper prepared for the National Conference on Urban Education (4th, Philadelphia, PA, November 18-21, 1978)

Available from-Not available separately; See UD 019 979

Pub Type- Information Analyses (070) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Educational Administration, Elementary Secondary Education, *Evaluation, Evaluation Criteria, *Management Systems, *Organizational Change, Organizational Climate, *Planning, *Systems Development

This paper considers conceptual alternatives for the development of information systems for management and planning in schools. Four problem areas which have been encountered in the introduction and implementation of such systems are identified, including lack of information, lack of understanding, lack of tools for the redress of problems, and lack of both positive and negative motivations. The interrelationship of these areas with broader problems of change, such as organizational equilibrium, organizational anxiety, and dynamics of adjustment and adaptation, is discussed. Some of the realities with which educational managers must deal are explored. The difference between administrative assessments and management evaluations is highlighted in this context. Five alternative management and planning systems are described: (1) optimization systems; (2) sub-optimization systems; (3) experimental systems; (4) negotiation systems; (and (5); dialectic systems. The possibilities for integrating such systems are evaluated, with an emphasis on the distinction between assessment and evaluation criteria. The need for credibility and confidence on the organitional environment is also emphasized. Finally, a framework for role analysis is organizational/managerial settings is developed. Identified are a number of common strategies and behaviors through which roles become the adaptive mechanisms of organizations. Means by which role analyses may be employed in management evaluations are outlined. (GC)

ED 179 287 JC 790 658

Buford, Shirley A., Ed.

A Special Report, Summer 1979.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date-79

Note-19p.; Photographs removed due to irreproducibility

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affirmative Action, *Black Education, *Black Students, Community Colleges, Educational Finance, Educational Opportunities, Education Vouchers, *Equal Education, Federal Legislation, *Junior Colleges, Open Enrollment, Student Financial Aid, Tuition

Identifiers-*Proposition 13 (California 1978)

Current efforts to promote educational opportunities for Blacks at community colleges are reviewed in this special report by the Council on Black American Affairs (CBAA). CBAA Chairman Donald H. Godbold outlines Council activities in 1979, which included participation in the Congressional Black Caucus Brain Trust and in discussions with officials at the Office of Education. Recent activities and changes in the CBAA regions are then discussed. Next, a CBAA report to the Office of Education outlines the history of the CBAA, affirms the importance of community colleges to Blacks, and makes recommendations for the improvement of student financial aid and federal legislative funding. A discussion of the implications of California's Proposition 13 for minorities and community colleges is then presented; emphasis is placed on the need to preserve open admissions, low tuition rates, local control, and community outreach programs. The report concludes with a CBAA response to Proposition 13 and four resolutions calling for: (1) reaffirmation of commitment to affirmative action in the face of the Bakke decision; (2) specific measures to counteract Proposition 13; (3) the provision of legal aid to Blacks who may be threatened by staff cutbacks at colleges; and (4) opposition to voucher systems. (JP)

Lingle, Kathleen M. Lingle, John H.

Effects of Selected Object Characteristics on Object Permanence Test Performance.

Pub Date-78
Note-14p.; Parts of this paper were presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1978)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Attachment Behavior, Examiners, *Infant Behavior, *Infants, *Motivation, Parent Child Relationship, Performance
Identifiers-*Object Permanence, Search Behavior

A study was conducted to investigate the degree to which both object familiarity and motivational factors influence infants' search behavior in an object permanence test. Infants' search behavior for an unfamiliar test object was compared with search behavior for (a) an experientially familiar object that each infant had played with daily for a week and (b) an attached object, such as a bottle, which the mother reported comforted the infant in times of stress. Thirty-six infants (15 males and 21 females) between 8 and 13 months of age were tested in three experimental conditions: unfamiliar object condition, familiar/object condition, and attached object condition. The Uzgiris-Hunt scale of object permanence was used to assess substages in the development of object permanence. Comparison between subjects' scores in the unfamiliar and familiar object conditions provided no evidence that object familiarity alone influenced test performance. Whether or not the infants' search behavior significantly increased for attached objects depended on which of two examiners administered the object permanence test. It is concluded that the results are best explained by motivational factors and that this has important implications for object permanence testing. (Author/MP)

ED 179 325 RC 011 658

Bernal, Hernando And Others
Accion Cultural Popular. Pub Date-Jun 77
Note-69p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Translations (170)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Church Role, Communications, Cultural Factors, *Educational Radio, *Information Dissemination, *Mass Media, Nonprofit Organizations, Objectives, Outreach Programs, Private Agencies, Programing (Broadcast), Publications, Quality of Life, Relevance (Education), Rural Areas, *Rural Development, *Rural Education, Rural Population, Socioeconomic Status, Staff Role, Teacher Role, Volunteers
Identifiers-*Colombia

Three papers are included in this document designed to provide English language information about characteristics and activities of Accion Cultural Popular (ACPO) a private, nonprofit organization concerned with improving the quality of life of rural populations and promoting rural development through mass media education programs. Pioneer Radiophonic Education Programs of Latin America, 1947-1977'' deals with ACPO's history, its Colombian context, its goals and objectives, its educational model, the role of teachers, and future directions of the organization. This paper describes the functions and interrelationship of the program's several components: radio messages, radiophonic schools, field personnel, textbooks, Peasant Library, weekly newspaper, recordings, and extension courses. Conceptual and practical considerations are summed up in Mass Media in the Service of Colombian Rural Development''; emphasis is on Experience'', emphasis is on coordination of multiple media, staff development, relevance of educational content, cultural influences, and implications of ACPO's private status and ties to the Catholic Church. Communication Media for Rural Development'' reports external research conducted to evaluate the impact of ACPO's educational activities on the socio-economic development of Colombia's isolated rural population. (JH)

ED 179 440 SO 012 140

Selected Bibliography of Egyptian Educational Materials. Vol. 4, No. 1, 1978.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).; Documentation Centre for Education, Cairo (Egypt).

Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-TT-78-59141/1

Pub Date-79

Note-100p.; Not available from EDRS in hard copy due to poor reproducibility of original document

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, *Comparative Education, *Curriculum, *Developing Nations, Educational Administration, *Educational Development, Educational Needs, Educational Philosophy, *Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Language Instruction, Primary Education, Religious Education, Special Education, Teacher Education

Identifiers-*Egypt

This annotated bibliography identifies 136 selected educational materials from Egypt published in 1978. The materials are drawn from Egyptian newspapers, journals, government publications, and university research reports. Entries are organized into 69 categories, including Arabic languages, basic education, child education, child psychology, curricula, dramatic education, educational activities, faculties and universities, international children's year, educational management, laws and legislation, population education, private education, religious education, sports education, technical education, textbooks, teachers, pupils, special education, scholarships, preparatory schools, school meals, school buildings, students, and women. (CK)

ED 179 460 SO 012 163

A Learning Guide for Social Studies Skill Development 7-12.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.; Wisconsin State Dept. of Public Instruction, Madison. Social Studies Curriculum Study Committee.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-186p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Basic Skills, Citizen Participation, Communication Skills, Content Reading, Critical Thinking, Interpretive Reading, Learning Activities, Map Skills, Problem Solving, *Process Education, Reading Skills, Secondary Education, *Skill Development, *Skills, *Social Studies, Statistical Analysis

Eight social studies skills and strategies for their implementation at the secondary level are outlined. Each skill is presented in a separate chapter which defines the skill, offers a rationale for its inclusion, and provides sample activities. Chapter I focuses on listening and speaking skills. Activities emphasize using a recording to develop skill in listening for main ideas and using oral reports to develop speaking skills. Chapter II, Reading Skills, outlines study techniques based on surveying, questioning, reading, reciting, and reviewing. Activities in Chapter III, Writing Skills, include describing candidates for public office, writing precis and summaries, and developing theses. Chapter IV, Observation Skills, involves interpreting editorial cartoons, charts, and graphs. Chapter V discusses space and time orientation. Students identify states from cards containing fragments of maps and draw a map of the world from the perspective of different countries. Chapter VI focuses on quantitative skills. Students generate and display data on television viewing habits and number of jobs available through newspaper advertisements. Chapter VII presents activities for problem solving. Students develop hypotheses from newspaper stories, complete a research assignment, and examine case studies. Chapter VIII features democratic participation skills. Activities include rating political candidates and writing a position paper. Sample case studies, methods for stimulating reflection, and methods for building a skill network are included. (KC)

ED 179 479 SO 012 198

Integration of Content and Problem Solving Skills.
Niskayuna Central School District 1, Schenectady, N.Y.
Pub Date- Oct 79
Note-11p.; Not available from EDRS in paper copy due to fading ink throughout original
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Course Content, Elementary Secondary Education, Language Arts, Locational Skills (Social Studies), *Problem Solving, *Reading Skills, Research Skills, *Skill Development, Social Studies, *Writing Skills

This brief guide is designed to help teachers learn how to integrate content and problem solving skills in the social studies curriculum. Problem-solving skills include analyzing an in-depth question/problem, selecting a format for recording information, gathering and recording information, and writing a summary. Materials in the guide include: a chart showing the basic problem-solving skills process and associated sub-skills; an overview of one unit showing questions/problems; a sample student guide sheet showing integration of content and skills; and a sample teacher guide sheet showing answers expected from students. Eleven question/problems used to organize a unit on the American Revolution are presented. A student guide for one question, What actions did England take to solve her economic and political problems between 1763-1765, provides detailed directions for problem solving. Students analyze the question through labeling nouns, verbs, and limiters, defining unfamiliar words, and restating the question. An organized form is devised by writing implied and sub-questions of the larger question. A list of resources for gathering information and an outline for writing the factual summary is provided. (KC)

ED 179 528 SP 015 132

Ciampa, Bartholomew J.

The Master's Degree in Education: Comparing Public and Private Institutions.

Pub Date-79

Note-19p.

Pub Type- Reports - Descriptive (141) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Admission Criteria, College Credits, *Comparative Analysis, *Education Majors, *Graduate Study, *Masters Degrees, *Private Colleges, *Public Education, Residence Requirements, Standardized Tests, Transfer Policy

Program requirements for a master's degree in education at both publicly and privately supported institutions are compared. Requirements are revealed as similar in both types of institution with some slight differences in emphasis. Publicly supported institutions appear to have more stringent requirements in the areas of full-time residency requirements, standardized test score requirements, minimum test score requirements, and acceptability of transfer credits. Private institutions appear to have more stringent requirements, maximum number of transfer credits allowed, fulfilling residency requirements during summer sessions, and maximum number of transfer credits allowed which were earned toward another degree. (JD)

ED 179 674 UD 020 055

McDermott, M. Joan

Criminal Victimization in Urban Schools. Applications of the National Crime Survey Victimization and Attitude Data.

Criminal Justice Research Center, Albany, N.Y.
Spons Agency-National Criminal Justice Information and Statistics Service (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-56396; SD-VAD-8
Pub Date-79
Grant-75-SS-99-6029
Note-56p.; Appendix C (Questionnaire) may be marginally legible
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Crime, Elementary Secondary Education, Rape, *School Security, Statistical Data, Stealing, Surveys, *Urban Schools, *Violence

Victimization data from 26 American cities surveyed in 1974 and 1975 are used in this study to examine personal victimizations rapes, robberies, assaults, and larcenies that occurred in urban schools. Findings of the study include the following: (1) 270,000 personal victimizations were reported to have occurred inside schools over the course of a year; (2) most of the in-school crime was either petty theft or assault resulting in minor injury to the victim, and weapons were rarely used; (3) 78% of in-school victimizations were reported by students; (4) most of the in-school offenders were perceived by their victims to be young males of black or other minority races; (5) nine out of ten of the in-school victimizations suffered by students and four out of five of those suffered by teachers and others were not reported to the police. (Author/RLV)

ED 170 345 SE 026 835

Resource Guide to Applied Basic Skills - F. Volume. Activity Booklet I: Quantitive.

Georgia Univ., Athens. Center for Educational Improvement.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.
Pub Date- 78
Note-140p.; For related documents, see SE 026 833-838; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Geometric Concepts, Instruction, *Instructional Materials, *Learning Activities, *Mathematics Education, *Measurement, *Objectives, Primary Education, *Skill Development

This activity booklet contains activities related to the skill category of volume. For each behavior that is to be learned, activities are given for primary, elementary-middle, and secondary levels. Behaviors are categorized by level and are graded, with the easier tasks appearing first. (MP)

ED 179 371 SE 028 787

Boyer, Robert And Others

Environmental Studies, Section V: Oceanography. Learning Carrel Lesson 6.14: Ocean Resources. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-42p.; For related documents, see SE 028 775-788
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, Earth Science, *Food, *Higher Education, Individualized Instruction, Instructional Materials, *Learning Modules, *Oceanology, *Science Education, Science Instruction, Undergraduate Study

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individual learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on ocean resources and food from the sea. The slides, audio-cassette tape, and other materials necessary for this lesson are not included. (BT)

de Nevers, Noel

A General Education Course on Technology for the Non-Technological Student.

Utah Univ., Salt Lake City. Coll. of Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-UTEC-DO-70-142
Pub Date-3 Aug 70
Grant-NSF-GY-6386
Note-119p.; Contains occasional broken type
Pub Type- Reports - Descriptive (141) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-College Science, *Course Content, Curriculum Guides, *Decision Making, *Engineering Education, Futures (of Society), *Higher Education, Science Courses, Science Instruction, Scientific Literacy, Technological Advancement, Technology, *Undergraduate Study

Described is a course on technology for undergraduate, non-technical students at the University of Utah. The course is designed to acquaint the students with the effects of technology and technological change on lifestyles and the issues which, when they arise, will require decision-making by intelligent citizenry. Materials necessary for participation in the course are summarized in detail in the report. (Author/SA)

Staub, Joseph R., Jr.
Energy Education Resource Guide.
Maryland State Dept. of Education, Baltimore. Div. of Instruction.; Maryland State Energy Office, Baltimore.
Pub Date-80
Note-34p.; Contains occasional colored print which may not reproduce well
Pub Type- Reference Materials - Bibliographies (131) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Art Education, Consumer Education, *Elementary Secondary Education, *Energy, *Environmental Education, Home Economics Education, Industrial Arts, *Interdisciplinary Approach, Language Arts, Mathematics Education, Science Education, Social Studies, Special Education, Vocational Education
Identifiers-*Energy Education

This guide is an annotated listing of recent curricular materials dealing with some aspects of energy. A grade-subject matrix at the beginning of the guide directs the user to pages containing appropriate references for level and desired subject. A standard body of information is given for each guide entry. Materials are listed alphabetically by source, including the mailing address of the source, title, grade level, subject area, publication date, number of pages, price, and a brief abstract of the material. The collection includes 91 entries. (Author/RE)

ED 179 501 SP 014 474

Smoking and Health: A Report of the Surgeon General.
Public Health Service (DHEW), Washington, D.C.
Report No.-DHEW-PHS-79-50066
Pub Date-79
Note-1,230p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-000-00218-0, $9.00)
Pub Type- Reference Materials (130) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Adult Education, Attitudes, *Behavior Patterns, *Cancer, Drug Abuse, *Health Education, Pregnancy, Psychological Evaluation, *Smoking, *Special Health Problems

This book is divided into three sections. In the first section the health consequences of smoking are delineated. Part two contains discussions of the behavioral and biological aspects of smoking. The final section is devoted to educational opportunities for preventing addiction to tobacco. (JD)

ED 179 554 TM 009 749

Moyer, Kerry L.

Evaluative Research Systems for Educational Policy.

Pub Date-6 Nov 78
Note-16p.; Paper presented at the annual meeting of the Concerned Leaders in Educational Administration and Research (2nd, Alexandria, VA, November 6, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Affective Objectives, Change Strategies, *Conceptual Schemes, Data Collection, Decision Making, *Educational Assessment, *Educational Policy, Emotional Response, Evaluation, *Evaluation Criteria, *Evaluation Methods, Evaluators, Policy Formation, Problem Solving, Research Criteria, *Research Methodology, Research Problems, Thought Processes

Four evaluation methods for determining educational policy are objectivism; subjectivism; emotive-imperative; and instrumentalism. For the objectivist, the rationale for undertaking an evaluation is based on empirical verification or non-verification of claims of existing policies or activities. Secondly, the objectivist is interested in questioning what should exist in education. Objectivists may be disinterested in the agency or policy making decisions, and are mainly concerned with precision, methodological accuracy, and the reliability of the evidence. The subjectivist is interested in the affective domain of feelings, attitudes, and interests, and many use the questionnaire as a methodological tool. The subjectivist is concerned with the value of educational products in terms of approval or interest. For emotive-imperative theorists, in contrast to the subjectivists, praise or condemnation of programs is based on individual feelings, and emotive evaluation is used to change attitudes of policy makers. Although data collection is involved, results are presented as expressions of feelings. Instrumentalists are involved in influencing decisions which resolve problems practically. Instrumental evaluations are related to specific programs. These evaluations are associated with operations performed during the implementation of programs or policies. Educational policy is considered secondary to educational practice. (MH)

ED 179 615 UD 019 839

Pearn, M. A. Munene, J.
Increasing Employability: An Evaluation of the Fullemploy Training Scheme.
Runnymede Trust, London (England).
Spons Agency-Training Services Agency, London (England).
Pub Date-Dec 78
Note-59p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Disadvantaged Youth, *Employment Programs, Foreign Countries, *Job Training, *Minority Groups, Office Occupations Education, Secondary Education, Vocational Education
Identifiers-*Great Britain

The Fullemploy Training Scheme is an experiment designed to overcome problems encountered by disadvantaged youth in Britain's Manpower Services Commission's job training program. The aim of the scheme is to bring minority disadvantaged young people into a special office skills training course which would combine vocational training with instruction in life and social skills and, where necessary, provide practical help with trainees' social problems. The evaluation described in this report concerns the first two experimental courses run by Fullemploy and Barclays International Bank. Included in the report are an introductory discussion of black unemployment in Britain, an outline of the background, philosophy and design of the Fullemploy Training scheme, and a brief description of the evaluation plan. The body of the evaluation focuses on academic, social, and personal aspects of the courses, as well as on participants' subsequent employment histories. Several case studies of trainees are also presented. Evaluation data from the Fullemploy program are compared with data collected from another office skills course conducted in a London College of Further Education. Based upon jobs acquired by trainees upon leaving the program and upon six month follow-up data, it is concluded that, in spite of the problems encountered, the Fullemploy courses are the more successful. Recommendations are offered for increasing the program's effectiveness in the future. (GC)

ED 179 635 UD 019 957

Wilkinson, Etta Lou Barnett, Malcolm Joel
General Revenue Sharing in St. Louis City and County.
Missouri State Advisory Committee to the U.S. Commission on Civil Rights.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Feb 76
Note-92p.; Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Affirmative Action, *Citizen Participation, *Federal Aid, *Local Government, Public Policy, Racial Discrimination, Resource Allocations, *Revenue Sharing, *Social Services
Identifiers-*Missouri (Saint Louis), *Missouri (Saint Louis County)

Unlike typical Federal catergorical grants which are highly specific, General Revenue Sharing grants (GRS) are free of restrictions or conditions. The Missouri Advisory Committee, in viewing the impact of GRS on St. Louis City and County, received evidence regarding: (1) the nature of GRS-funded expenditures; (2) the limits of citizen participation; (3) the extent of job or facility discrimination in activities funded with GRS money; (4) the consequences of methods for calculating entitlements; and (5) the extent of Office of Revenue Sharing supervision. All of these suggested to the Advisory Committee the need for change. Among the findings were: neither city nor county used GRS funds to support long term programs specifically designed to benefit those with greatest need, minorities and the poor; neither sought to improve the effectiveness of ongoing social programs or to provide for newly identified social needs; neither city nor county provided ample opportunity for citizen participation. Additional findings and recommendations are enumerated. (Author/RLV)

ED 179 346 SE 026 836

Resource Guide to Applied Basic Skills - G. Velocity. Activity Booklet I: Quantitive.

Georgia Univ., Athens. Center for Educational Improvement.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date- 78

Note-16p.; For related documents, see SE 026 833-838; Contains occasional light type

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Instruction, *Instructional Materials, *Learning Activities, *Mathematics Education, *Measurement, Objectives, *Physics, Primary Education, Science Education, *Skill Development

This activity booklet contains activities related to the skill category of velocity. For each behavior that is to be learned, activities are given for primary, elementary-middle, and secondary levels. Behaviors are categorized by levels and are graded, with the easier tasks appearing first. (MP)

Houseknecht, Sharon K.

Female Employment and Reduced Family Size: Some Additional Insight on the Direction of the Relationship.

Pub Date-Aug 79
Note-18p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 1979); Not available in paper copy from EDRS due to light print type of original
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Birth Rate, *Employment, *Family Planning, *Females, *Job Satisfaction, *Occupational Aspiration, Population Trends, Research Needs, Social Science Research

Results of a study of the relationship between female employment and reduced family size are reported. Specifically, the study sought to determine whether career involvement precedes the final family size decision or whether the family size decision precedes career involvement. Thirty-two voluntarily childless women constituted the sample. The women had initially intended to have children, but later postponed the decision because of a conflict with life style. The women were characterized as highly educated, involved in the labor force at upper occupational levels, and earning relatively high incomes (average: $11,000). Results indicate a high level of commitment to employment. Since the average age of marriage for the women, whose current ages range from 25 to 40, was 21.9, it is apparent that much of their career development had occurred after marriage. Thus, it appears that committed labor force involvement does influence fertility behavior. A conclusion is that if women find alternative sources of satisfaction outside the home, it is inevitable that these sources will compete with motherhood, given a person's limited supply of time and energy. (Author/KC)

ED 179 529 SP 015 148

Beyrer, Mary K., Ed.

Health Education Completed Research. Volume II. Theses and Dissertations. 1973 and 1974.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Association for the Advancement of Health Education.

Pub Date-79

Note-495p.

Available from-AAHPERD Publication Sales, 1201 16th St. N.W., Washington D.C. 20036 ($14.50)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-*Doctoral Theses, *Educational Research, *Health Education, *Masters Theses, *Resource Materials

This bibliography presents the titles and abstracts of health education theses and dissertations completed in 1973 and 1974. The first part consists of cross-referenced topical listings. In the second part a listing is provided of 290 theses and dissertations alphabetically arranged according to the institutions in which they were completed. The last part consists of 265 abstracts, 91 percent of the total reported studies, in alphabetical order by author. (Editor)

ED 179 595 TM 009 900

Walker, Clinton B.

Standards for Evaluating Criterion-Referenced Tests.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-CSE-103
Pub Date-Jan 78
Note-33p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Course Objectives, *Criterion Referenced Tests, *Evaluation Criteria, Scoring, *Standards, Test Construction, Testing, Test Reliability, Test Results, *Test Selection, *Test Validity
Identifiers-Test Format, Test Instructions, Test Manuals

Standards for evaluating criterion-referenced tests are presented. Twenty-one standards, grouped in three categories, are discussed. Category one is defined as measurement properties and is comprised of conceptual validity, including description of the domain, test item agreement with objectives, and item representativeness of the objectives, and field test validity, including sensitivity, item uniformity, divergent validity, lack of bias, and consistency of scores. Category two is labeled appropriateness for examinees and is comprised of clarity of instructions; item review; physical format, including layout and legibility; and ease in recording answers. Category three is called practicality, and is composed of adequacy of information about the test; relevance of items of at least two series of teaching materials; flexibility, including multilevel testing of objectives; alternate test forms; clarity of test administration directions; scoring; record keeping; availability of rules to make instructional decisions based on test results; and comparative data on test scores. It is also stated that the test buyer must determine the degree of correspondence between the objectives of a test package and the objectives of the curriculum to be tested. (MH)

ED 179 655 UD 019 987

Chapman, Marian Newcombe, Ellen
Bibliography.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Nov 78
Note-12p.; For related documents, see UD 019 979-986; Bibliography prepared for the National Conference on Urban Education (4th, Philadelphia, PA, November 18-21, 1978)
Available from-Not available separately; See UD 019 979
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-*Educational Administration, Elementary Secondary Education, *Financial Policy, Political Influences, *Research Reviews (Publications), *School Community Relationship, *Urban Education, Urban Youth

This bibliography provides a survey of current published research in urban education. It is divided into the following topics: (1) general works on urban education; (2) educating urban youth; (3) fiscal priorities in urban education; (4) emerging (school-community) partnerships; (5) political and legal realities confronting urban education; and (6) strategies in school management for urban school systems. Approximately 150 books, articles, and reports are cited. (GC)

ED 179 375 UD 020 057

The Black Community, Dioceses and Diocesan School Systems.
Dayton Univ., Ohio. Office of Educational Services.
Spons Agency-National Office for Black Catholics, Washington, D.C.
Pub Date-Feb 79
Note-32p.; Not available in paper copy due to institution's restriction
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Black Community, *Blacks, *Catholics, *Catholic Schools, Consolidated Schools, *Outreach Programs, *School Closing, *Surveys

At the request of the National Office for Black Catholics, the University of Dayton recently conducted two surveys of Catholic dioceses and diocesan school systems which have significant numbers of black Catholics and black non-Catholics. The diocesan survey attempted to assess the involvement of the dioceses with blacks, the participation of blacks in diocesan activities, and types of programs designed, directly or indirectly, for blacks. The school survey attempted to assess, similarly, the involvement of diocesan school systems with blacks and black participation in the school systems, as well as the processes being employed to close or consolidate schools in black communities. Of sixty dioceses contacted for each survey, 23 responded to the former and 47 to the latter. Data from these responses are presented in this report. A copy of the first survey is included with enumerated responses to questions regarding black parishes, blacks employed in religious and non-religious positions, black representation on diocesan committees, recruitment of blacks for religious vocations, and community outreach programs. The second survey is also attached, with data enumerated on Catholic school closings, racial composition of areas in which schools have closed or consolidated, reasons for closings, and current black enrollment in Catholic schools. (GC)

ED 179 208 JC 790 660

Karlen, Janice M.

1978 Graduate Follow-Up.

Essex County Coll., Newark, N.J.
Report No.-OIR-RR-79-2
Pub Date-Aug 79
Note-27p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age, College Graduates, Community Colleges, Educational Interest, Employment Trends, Ethnic Groups, Females, Followup Studies, *Graduate Surveys, Job Placement, Job Satisfaction, *Junior Colleges, Males, Marital Status, *Participant Satisfaction, Program Evaluation, *Student Characteristics, Student Needs, Student Personnel Services, Transfer Students

A mail survey of the 326 May and August, 1978, Essex Community College (ECC) graduates was conducted from November, 1978, to February, 1979, to collect demographic data, determine employment and educational status and anticipated needs for future services, and solicit evaluations of personnel service programs and the quality of academic preparation provided at ECC. The survey obtained a 49% return rate. The demographic data, which were comparable with data collected in 1976, showed that 70% of the graduates were over 25, 61% were female, 74% were black, and 40% were married. While 66% were employed and 53% indicated that their ECC experience provided good job preparation, no students reported using the ECC Placement Office. Most students (81%) planned to continue their education and 73% had already been accepted at other institutions. While most respondents found student services (with the exceptions of initial advisement and registration) to be good or excellent, significant percentages of the respondents requested additional assistance in transfer counseling (30%), job placement (53%), and personal or academic counseling (27%). The study report presents the findings in tables and graphs, making frequent comparisons with the 1976 survey findings. It concludes with a discussion of the job placement and counseling weaknesses revealed in the survey and presents recommendations for improvement. (JP)

ED 179 287 PS 011 017

The Fetal Alcohol Syndrome Public Awareness Campaign, 1979: Progress Report Concerning the Advance Notice of Proposed Rulemaking on Warning Labels on Containers of Alcoholic Beverages and Addendum.

Department of the Treasury, Washington, D.C.; National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date-Feb 79
Note-251p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 048-012-00048-5, $4.50)
Pub Type- Reports - General (140) - Information Analyses (070)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Alcoholism, Anomalies, Consumer Education, *Consumer Protection, *Federal Government, Infants, Merchandise Information, Mothers, *Policy, *Prenatal Influences
Identifiers-*Fetal Alcohol Syndrome, *Teratogenic Risk

This report provides expert opinion on the problems of fetal alcohol syndrome (FAS) and ways to inform the public of teratogenic risk of alcohol consumption during pregnancy. In the absence of firm evidence that moderate drinking of alcoholic beverages leads to FAS and uncertainty concerning the effectiveness of labeling of alcoholic beverages, a decision on these problems was made by the Department of the Treasury, Bureau of Alcohol, Tobacco and Firearms. It was decided that the Bureau would work with appropriate federal agencies, with members of all segments of the alcoholic beverage industry, and with other interested groups to develop and implement a program of public education rather than require product labeling at this time. The report includes summaries of experts' comments and an outline of the plan of action to educate the public. Addenda to the report include a review of scientific findings related to alcohol ingestion and fetal outcomes, plus the full texts of the experts' reports. Extensive references to the related literature are included. (Author/RH)

ED 179 306 PS 011 045

Sharp, Kay Colby

Impact of Interpersonal Problem-Solving Training on Preschooler's Behavioral Adjustment.

Pub Date-Sep 79
Note-8p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Change, Black Youth, Interpersonal Competence, *Interpersonal Problems, Low Income Groups, *Preschool Children, Preschool Education, *Problem Solving, *Social Adjustment, *Training
Identifiers-*Social Competence

The relationship between interpersonal problem-solving training and behavioral adjustment was examined for 54 black, low-income preschool children. Pre- and post-testing was done with two interpersonal problem-solving measures designed by Shure and Spivack, Shure and Spivack's Hahnemann Preschool Behavior Rating Scale which classroom teachers were asked to complete for each child, and the Sharp Behavior Identification Checklist which was used to observe the children in small play groups. The children's scores on the behavior rating scale were used to classify children as adjusted, inhibited, or impulsive. Following preliminary analyses of pre-test data, children were assigned to one of three conditions. The problem-solving training condition consisted of interpersonal cognitive problem-solving training exactly as set down by Shure and Spivack. The modified problem-solving training condition employed Shure and Spivack's lessons with the exception of the first twelve on prerequisite language skills. In the attention placebo control condition, the children received a general cognitive enrichment program stressing language and number concepts. Children within each condition met in small groups with their trainer outside the classroom for 15-20 minutes a day for a total of 44 days. The findings suggest that problem-solving training does not mediate improvement in preschoolers' behavioral adjustment whether one uses teachers' ratings or independent observations of the children's behavior. (JMB)

Chu, Lily

Toward A Humanistic Behaviorism: Self-Efficacy in Multicultural Education. A Presentation in the College of Education Dialogue Series, New Mexico State University.

New Mexico State Univ., Las Cruces.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-23 Oct 79
Grant-NIE-G-79-0012
Note-49p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitudes, *Behavior, Behavior Theories, Cultural Disadvantagement, *Equal Education, Ethnicity, Expectation, *Humanism, Locus of Control, Minority Groups, Motivation, *Multicultural Education, Self Control, *Self Determination, *Student Responsibility, Teacher Influence, Teacher Responsibility
Identifiers-*Self Efficacy

The paper approaches the issue of educational equity from the perspective of individuals' perceptions of the opportunity available to them and their ability to interact with their world effectively. The proposed model of humanistic behaviorism, with its emphasis on self-efficacy, has special implications for multicultural education. The changing social, environmental conditions with intention to provide more opportunity for those who are traditionally disadvantaged may not result in corresponding equal participation, if the subjective expectancy concerning the personal accessibility to this opportunity is not fostered at the same time. The teacher's role in multicultural settings is a key factor toward the development of students' attitudes about themselves in schools. Goodwill toward students alone may not be sufficient to bring about humane and efficacious interactions, but must be accompanied by responsible, thoughtful strategies, by allowing the student the chance to make the quest for personal control. There exists a reciprocal interactive relationship between teachers' sense of self-efficacy in teaching and motivating the students, students' sense of self-efficacy in their ability to learn, and the general multicultural environmental variable. The development of self-efficacy is contingent upon one's taking personal responsibility for one's teaching or learning. (Author/NEC)

ED 179 372 SE 028 788

Boyer, Robert And Others

Environmental Studies, Section V: Oceanography. Learning Carrel Lesson 6.15: Pollution of the Oceans. Study Guide and Script.

Texas Univ., Austin. Dept. of Geological Sciences.; Texas Univ., Austin. Science Education Center.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 75
Grant-NSF-GY-9335-EZ
Note-42p.; For related documents, see SE 028 775-787
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Instruction, College Science, *Curriculum Development, Earth Science, Environmental Education, *Higher Education, Individualized Instruction, Instructional Materials, *Learning Modules, Natural Resources, *Oceanology, Pollution, *Science Education, Science Instruction, Undergraduate Study, *Water Pollution Control

This is one of a series of 14 instructional components of a semester-long, environmental earth science course developed for undergraduate students. The course includes lectures, discussion sessions, and individual learning carrel lessons. Presented are the study guide and script for a learning carrel lesson on pollution of the oceans. The slides, audio-cassette tape, and other materials necessary for this lesson are not included. (BT)

ED 179 398 SE 029 335

Conaway, Larry E. Weiss, Iris R.

Manual on Program Operations for the Visiting Women Scientists Program.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-RTI-1481-00-05-F
Pub Date-Aug 79
Contract-SPI-77-21-262
Note-69p.; For related documents, see SE 029 336-337; Colored pages in Appendices may not reproduce well
Pub Type- Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Career Awareness, Career Education, Career Opportunities, Employment Opportunities, Females, Feminism, *Higher Education, Professional Personnel, *Role Models, Science Careers, Science Education, Scientific Personnel, *Scientists, Technology, Womens Education, *Working Women

This manual represents an effort to communicate the experiences of the Visiting Women Scientists Program to those who may want to establish similar programs. The guide presents an overview, describes materials and procedures, and discusses those parts of the program which were not successful. The program, including a pilot project and final study, involved 91 women scientists, accompanied by field representatives, who met with more than 40,000 tenth-grade students. Described are the selection of the scientists, the roles of the field representatives and school contact persons, and procedures for selecting and contacting schools. (SA)

ED 179 441 SO 012 141

War Student Unit. War Teacher's Manual.

Ontario Inst. for Studies in Education, Toronto. Dept. of Educational
Administration.
Pub Date-79
Note-76p.
Available from-Ontario Institute for Studies in Education, 252 Bloor
Street West, Toronto, Ontario, Canada M5S 1V6 ($2.75 Student Unit,
$2.75 Teacher's Manual)
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom -
Learner (051)

Document Not Available from EDRS.

Descriptors-*Abstract Reasoning, Educational Objectives, Learning
Activities, *Moral Issues, *Moral Values, Secondary Education, Social
Studies Units, Values, *War

The guide contains six episodes, suitable for the secondary level, designed to focus attention on the moral issues involved in war. It is presented in two sections. Section I discusses four objectives of values education and how the suggested activities contribute to their attainment. These objectives are: (1) differentiating value judgments, claims, and issues from other sorts of judgments, claims, or issues; (2) understanding the logic of values reasoning in order to identify sound arguments; (3) understanding the different kinds of value judgments a person can make; and (4) testing the adequacy of the standards one uses in making value judgments. Activities which help students attain the ability to make rational judgments include factual claim/value judgment, points of view, and practical syllogism exercises; a Reasons Assembly Chart; dilemma discussions; and role-playing and principle testing exercises. The second section presents the sequential episodes which are entitled: What is War?; War Heroic or Foolhardy?; War and the Moral Point of View; The Just War; War and the Restriction of Freedom; and New Weapons and Future Wars. Objectives and procedures are listed for all episodes. (KC)

ED 179 481 SO 012 164

Heller, Craig

Masculine Effects of Women's New Role in White Middle Class America from 1970-1979.''

Pub Date-Jun 79

Note-40p.; Part of the footnote is missing on page 3; Fifth International Symposium on Sex Education (Tel Aviv, Israel, June 24-28, 1979)

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Changing Attitudes; Family Role, Fathers, Females, *Feminism, *Males, Mothers, Negative Attitudes, Parent Role, Professional Recognition, Public Policy, Role Conflict, *Sex Role, *Social Change, Socialization, Technology

Thirty-seven sources, published from 1970 to 1979, which study male attitudes toward the changing role of women are documented. The findings are presented in nine sections which cover male socialization, the traditional male sex role, psychological conflicts, modern technology and the male sex role, male liberation, men in new professional roles, men in new family roles, male response to women's new roles, and public policy and men. The literature reveals that men have contradictory and ambivalent feelings toward women's new roles. They reflect a low opinion of housewives, yet a preference for their own wives to be home with the children. Also, men express boredom with women who are not intellectually stimulating, yet anxiety toward women more knowledgeable on a specific subject. Positive effects of the women's movement include single adoptive fathers, male involvement in childbirth, parenting courses, and family planning clinics. Negative effects include a refusal to recognize female achievement and a hostile power struggle to prevent women from gaining further. A major conclusion is that legal issues will have an impact on influencing sex roles in the future. A bibliography of works consulted is included. (Author/KC)

ED 179 502 SP 014 528

Harrison, Robert S.

Teacher Initiated In-Service.

Pub Date-Apr 79

Note-13p.; Paper presented at the Annual Meeting of the International Reading Association (24th, Atlanta, GA, April 23-27, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Strategies, *Inservice Teacher Education, Needs Assessment, *Program Development, *Self Directed Groups, Teacher Attitudes, Teacher Improvement, Teacher Motivation, *Teacher Participation

The key determinants of successful implementation of a teacher inservice education program are discussed. Strong motivation and perceived need for change on the part of the teachers themselves is a major factor in initiating a program. Other critical factors are group involvement, mutual support and feedback, external support, administrative leadership, nonthreatening evaluation, and a realistic overall design. (JD)

ED 179 575 TM 009 858

Nyberg, V. R. Clarke, S. C. T.
Technical Report on the School Subjects Attitude Scales Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Student Achievement.
Pub Date-May 79
Note-74p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age Differences, *Attitude Tests, Cultural Differences, Elementary Education, Factor Structure, Foreign Countries, Grade 5, Grade 8, *Program Attitudes, Rating Scales, School Attitudes, *Semantic Differential, Sex Differences, *Student Attitudes, Test Construction, *Test Reliability, Test Validity
Identifiers-Canada, *School Subjects Attitude Scales

A five-point school subjects attitude scale, based on the semantic differential technique, was developed after two rounds of factor analysis; it contained 24 bipolar adjectives, each representing one of three factors: evaluation, usefulness, and difficulty. The scale was administered to Alberta (Canada) students in grades 5 and 8, who were identified by their teachers as having the most positive or least positive attitude toward social science. Students rated four subjects: (1) social science; (2) science; (3) subject most liked, useful, or difficult; (4) subject least liked, useful, or difficult. The scale was highly reliable on the evaluation and usefulness factors, and adequately reliable on the difficulty factor. It distinguished clearly between students identified as having positive or negative attitudes toward social studies. Males had a more positive attitude toward science but did not differ significantly from females on social studies ratings. Attitudes of subculture students became more negative from grade 5 to grade 8. A second study improved test-retest reliability of the usefulness and difficulty factors, established scale reliability for grades 5 to 11, and recommended development of norms. (The manual for scale administration, scoring, and interpretation is included, as are the 24 items.) (CP)

ED 170 347 SE 026 837

Resource Guide to Applied Basic Skills - H. Size. Activity Booklet I: Quantitive.

Georgia Univ., Athens. Center for Educational Improvement.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.
Pub Date- 78
Note-12p.; For related documents, see SE 026 833-838; Contains occasional light and broken type
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, Instruction, *Instructional Materials, *Learning Activities, *Mathematics Education, *Measurement, *Objectives, Primary Education, *Skill Development

This activity booklet contains activities related to the skill category of size determination. For each behavior that is to be learned, activities are given for primary, elementary-middle, and secondary levels. Behaviors are categorized by level and are graded, with the easier tasks appearing first. (MP)

ED 179 422 SE 029 503

Learning Partners: Reading and Mathematics.
Texas Education Agency, Austin. Div. of Curriculum Development.
Pub Date-79
Note-45p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Applied Reading, *Content Reading, Elementary Secondary Education, Interpretive Skills, Mathematical Vocabulary, *Mathematics Education, *Mathematics Instruction, Reading, *Reading Comprehension, Resource Materials, Study Skills, *Symbols (Mathematics)

This publication is designed to acquaint both mathematics teachers and reading specialists with some of the skills students need to read mathematics effectively and to provide sample activities that may be used as a part of mathematics instruction to help students develop these skills. Topics covered include: Specialized Vocabulary and Symbols, Comprehension, and Study Techniques. Also included is a list of suggested books for voluntary mathematical reading and a list of resource materials for teachers. (Author/MK)

ED 179 555 TM 009 750

Connolly, John A. McGrail, Janet
School Variables Affecting Student Learning. Draft.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-1 Mar 78
Note-67p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement, Class Management, Classroom Environment, Course Content, Effective Teaching, Elementary Education, Elementary School Curriculum, *Institutional Characteristics, Instructional Materials, Learning, Performance Factors, Predictor Variables, *Research Design, Research Needs, Student Characteristics, Student Teacher Relationship, Teacher Characteristics, Time Factors (Learning)
Identifiers-Aptitude Treatment Interaction

An attempt is made to consolidate some of the existing knowledge about important school variables and to propose new studies that will build upon that knowledge. The focus is on providing instruction to students from the orientation of educational psychology and in the context of elementary schools for students from low socioeconomic status groups. A tentative list of twenty variables is categorized in eight categories: time, instructional articulation, teacher characteristics, instructional integration, instructional organization, teacher/student interactions, classroom control, and instructional materials. The rationale for these variables and categories is presented, based on educational utility and research support. Procedures for measuring variables are suggested. The operation of these variables is explained with reference to a chart relating school district variables, school variables, teacher characteristics, classroom variables, student characteristics, student mental processes, and student learning outcomes. The final section discusses research strategy, generally recommending a number of comparatively small studies aimed at indicating relationships rather than testing hypotheses, and taking into account the possible complex interrelationships that may exist between variables. (Author/CTM)

ED 179 616 UD 019 840

Dummett, Anne
A New Immigration Policy.
Runnymede Trust, London (England).
Pub Date-Jul 78
Note-99p.
Pub Type- Books (010) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Immigrants, *Legislation, *Migration, *Public Policy, Racial Attitudes, *Racial Discrimination, Theories
Identifiers-Australia, Canada, Norway, Sweden, *United Kingdom

This book focuses on the issue of immigration to the United Kingdom (U.K.). Causes of migration, such as economic opportunities and emergency political refuge, are discussed in terms of the need for the government to devise an effective and just immigration system. Immigration laws of Norway, Sweden, Australia, Canada, and the U.K. are outlined, and the employment situation, civic rights, standard of living, and social benefits for immigrants are described. Legal, economic, moral, and political theories behind the formulation of policy in various countries are reviewed. The history of government efforts to restrict immigration is shown to be immediately related to ethnic/racial prejudice. The 1971 Immigration Act is held to be designed principally to keep out unwanted people rather than to achieve the social or economic benefits which can accrue from a more far-sighted policy. Some alternatives are explored, taking into consideration joint policies developed by the European Economic Community and restrictions imposed on immigration from within the Commonwealth and from dependent territories. Selection principles which would allow immigration to be controlled on a non-racial basis are suggested. A new administrative machinery for the U.K. which would provide fair and courteous service to immigrants is recommended. (GC)

ED 179 636 UD 019 959

Gappert, Gary

The Prospects for Progress and Partnerships in Urban Education; A Report with Recommendations for Policy, Research and Knowledge Utilization.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-RBS-DF-53
Pub Date-78
Note-45p.
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($2.00)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Administration, *Educational Finance, *Educational Policy, *Government School Relationship, Management, *Public Policy, *Urban Education

This report analyzes the themes, issues, and concerns which were discussed at the Fourth Annual Conference on Urban Education, and provides an overview of issues associated with the development of a national urban policy. Discussion at the Conference focused on the context of progress in urban schools, the need to focus the relationship between the educational system and other societal institutions, and strategies for school management for urban school systems. Five general conclusions emerged: (1) the urban school and the urban district must be viewed as an integral part of other systems; (2) urban schools and educational policy and research have survived numerous traumas in the last decade; (3) the effective management of urban school systems in support of student learning and development should be a primary issues for the 1980s; (4) there has been little consensus about the development of priorities for the revitalization of urban education as a component of national urban policy; and (5) the prospects for a new wave of urban reform and revitalization have never been brighter. A framework for the identification of alternative and complementary issues in urban education is proposed. (Author/RLV)

ED 179 656 UD 019 990

Seeley, David S.
Competence for All Through Collaboration of All.
Public Education Association, New York, N.Y.
Pub Date- 79
Note-26p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, *Community Role, Community Support, Elementary Secondary Education, *Equal Education, Minimum Competency Testing, Minority Groups, *Performance Based Education, *School Community Relationship, Urban Education

Urban education is beginning to adopt a new focus, based on the ideas that all children can and must become competent in reading, writing, and mathematics, and that this objective can only be achieved by shifting from a service delivery'' approach to one based on the collaboration of students, parents, teachers, and the community. There still exist, however, a number of reservations and misunderstandings about the goal of competence for all. These include the arguments that (1) minimum skills will become learning maximums; (2) faster learners will be held back; (3) other subjects will be sacrificed; (4) it is unfair or culturally oppressive to expect poor and minority children to master basics; (5) education is a secondary problem to unemployment; and (6) the testing of competencies is problematical. These arguments amount to unconscious resistance to the acceptance of clear learning goals. For a community to move toward teaching students basic competencies, it must: (1) adopt and accept clear goals; (2) apply competency standards to all students; (3) assure that every school has an effective strategy for pursuing the goals and that teachers are receiving the help they need; and (4) mobilize community support and monitor budget priorities and school performance. (Author/GC)

ED 179 530 SP 015 149

AIAW Directory 1979-1980.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
Pub Date-79
Note-135p.
Available from-AAHPERD Publications Sales, 1201 16th Street NW, Washington, D.C. 20036 ($6.00)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Athletic Programs, *College Programs, *Organizations (Groups), Voluntary Agencies, *Womens Athletics
Identifiers-*Association for Intercollegiate Athletics Women

This directory lists Association for Intercollegiate Athletics for Women member institutions alphabetically by names of colleges and universities. It includes contact persons at the institution, region, and the institution's sport program. A list of institutions sponsoring sports is also provided. Each sport list is alphabetically ordered by state and by institution within each state. (JD)

ED 179 503 SP 014 609

Glanz, Ellen
What Are You Doing Here? or Schooldays for the Teacher. Occasional Paper 26.
Council for Basic Education, Washington, D.C.
Pub Date-May 79
Note-46p.
Available from-Council for Basic Education, 725 Fifteenth St., N.W., Washington D.C. 20005 ($1.00)
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Participation, Peer Influence, Social Relations, *Student Alienation, *Student Attitudes, Student Behavior, *Student Teacher Relationship, Teacher Attitudes, Teacher Improvement, *Teacher Responsibility

A teacher's experience of being a student in high school for a semester is recounted. The wide differences between teachers' and students' perceptions of responsibility for learning and teaching are pointed out as well as differences in attitude toward school and the world in general. Some suggestions are made for improving teaching and rapport with students. (JD)

ED 179 598 TM 009 944

Boulmetis, John

Providing Technical Assistance: The LPAP from Step One.

Pub Date-Apr 79
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Problems, Adoption (Ideas), *Advisory Committees, Communication Problems, Community Involvement, Data Collection, Educational Assessment, Educational Needs, Elementary Secondary Education, *Needs Assessment, Program Development, Program Evaluation, *Program Planning, *School Districts, *Technical Assistance
Identifiers-*Local Planning and Assessment Process

A fictional Rhode Island community is used to describe the Local Planning and Assessment Process (LPAP), including technical assistance, and to discuss some of the drawbacks involved in planning and implementing program evaluation and development. The hypothetical situation is based on real experiences of several communities which have used LPAP. Weaknesses are summarized: (1) lack of dedication by committee members; (2) delays in the process; (3) communication problems; (4) lack of delegation of responsibility; and (5) resistance to change. (MH)

ED 179 288 PS 011 018

Morris, Edward K.; Hursh, Daniel E.
Some Basic Considerations and Concepts.

Pub Date-Sep 79
Note-21p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Science Research, *Behavior Theories, *Child Development, Environmental Influences, Individual Characteristics, Models, Nature Nurture Controversy, *Philosophy, Research Problems, Response Mode, Stimulus Behavior
Identifiers-*Metatheory, Structuralist Functionalist Theories

This paper indicates underlying philosophic assumptions which are compatible with the behavior analysis approach to child development. Four issues taken into consideration are (a) biology and environment, (b) structure and function, (c) traits and situations, and (d) mechanistic and organismic approaches to development. The following ideas represent in part the behavior analysis position on the issues discussed. Physiological structure and functioning influence the behavioral structure of a child's interactions with the environment and determine the broad behavioral processes which occur within child-environment interactions. Structural and functional analyses are complementary. The structure and function of child-environment interactions are mutually determined by development. Stimulus functions and response functions develop together and are defined with respect to one another. It is impossible to view stimulus functions as having more control over behavior than response functions. Organismic and mechanistic world hypotheses should not be viewed as necessarily antagonistic to one another. In summary, behavior analysis need not be exclusively environmentalistic, solely functionally oriented, situationist, or mechanistic. It is emphasized that philosophic assumptions influence the work of every scientist and are too important to be ignored. (Author/RH)

ED 170 348 SE 026 838

Resource Guide to Applied Basic Skills - I. Linear. Activity Booklet I: Quantitive.

Georgia Univ., Athens. Center for Educational Improvement.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta.
Pub Date- 78
Note-117p.; For related documents, see SE 026 833-837; Not available in hard copy due to marginal legibility of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, Instruction, *Instructional Materials, *Learning Activities, *Mathematics Education, *Measurement, *Objectives, Primary Education, *Skill Development

This activity booklet contains activities related to the skill category of linear measurement. For each behavior that is to be learned, activities are given for primary, elementary-middle, and secondary levels. Behaviors are categorized by level and are graded, with the easier tasks appearing first. (MP)

ED 179 373 SE 028 796

Oberlin, Lynn

The Use of Lesson Preparation and Actual Classroom Teaching as a Part of a Planned Pre-Service Elementary Science Education Program.

Pub Date-Mar 79

Note-9p.; Paper presented at the annual meeting of the National Science Teachers Association (Atlanta, GA, March 23-27, 1979); Contains occasional light type

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education, *Elementary School Science, *Experiential Learning, Higher Education, *Lesson Plans, Planning, *Preservice Education, *Science Education, Science Instruction, Science Teachers, Teaching Methods, Undergraduate Study

Presented is a description of the Childhood Education Program at the University of Florida that is intended to prepare preservice elementary teachers for dealing with science in the classroom. Emphasis is on learning to use a student observation rating form (STORF) which is included in the paper. (SA)

ED 179 399 SE 029 336

Place, Carol And Others

The Visiting Women Scientists Program, 1978-79: Highlights Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-RTI-1481-00-04-F

Pub Date-Aug 79

Contract-SPI-77-21-262

Note-20p.; For related documents, see SE 029 335-337 and ED 164 290

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Awareness, Career Education, Career Opportunities, Employment Opportunities, Females, Feminism, *Higher Education, Professional Personnel, *Role Models, Science Careers, Science Education, Scientific Personnel, *Scientists, Technology, Womens Education, *Working Women

Presented is an overview of the pilot project of the Visiting Women Scientists Program that involved 40 women scientists accompanied by field representatives, who met with tenth-grade students in 110 high schools in the United States. The meetings included seminars, individual class discussions, and informal discussions with school personnel. The selection of the women scientists, the schools, the format of the meetings, and an evaluation are described. (SA)

ED 179 423 SE 029 504

Miller, Janet L. And Others
Review and Evaluation of DOE Energy Education Curriculum Materials.
Battelle Memorial Inst., Columbus, Ohio.
Spons Agency-Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs.
Report No.-DOE-TID-6037-1
Pub Date-Oct 79
Contract-EG-77-C-01-6037
Note-67p.
Available from-National Technical Information Service (NTIS), U.S. Department of Commerce, 5295 Port Royal Rd., Springfield, VA 22161 (microfiche $3.00, paper copy $5.25)
Pub Type- Information Analyses (070) - Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Curriculum Evaluation, Educational Programs, Energy, *Federal Programs, *Instructional Materials, Program Administration, *Program Effectiveness, *Program Evaluation, Projects
Identifiers-*Energy Education

Presented are the results of a review and evaluation of the energy curriculum materials produced by the United States Department of Energy (DOE). Major findings of the project were: (1) DOE materials are receiving only limited use because of low teacher awareness of availability; (2) when materials are used, teachers evaluate materials favorably; and (3) most evaluations of DOE materials have concentrated on teacher impressions and not the effect of the materials on students. Recommendations to improve the impact of DOE energy education programs are included. (Author/RE)

ED 179 462 SO 012 165

Survey of Museums and Historical Societies in New York State.
New York State Education Dept., Albany. Cultural Education Center.; New York State Museum, Albany.
Pub Date-79
Note-74p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administration, *Arts Centers, Budgets, Decision Making, Educational Programs, Facilities, Financial Support, *Fine Arts, *History, *Museums, Nonprofit Organizations, Policy Formation, *Sciences, *Statistical Data
Identifiers-New York

Statistical information on 620 museums and historical societies in New York State is presented. This report provides a description of the current condition and value of museums and historical societies. The report presents a perspective which can help organizations make decisions about policies, such as commitment of resources. The information was obtained from a questionnaire with yes/no check-off responses. Data on individual organizations are not reported, nor are the organizations named. Also, state-operated historical sites are not included. The report is presented in nine chapters. Chapter I reports statistical highlights of the survey: (1) history organizations accounted for approximately 72% of those surveyed; other-combined organizations, 15%; art organizations, 9%; and science organizations, 5%; (2) the majority of museums and historical societies were governed by independent nonprofit organizations; (3) the majority had collections and conducted educational activities; (4) the majority of art and science organizations had budgets over $100,000, paid staff, and administrative and exhibition facilities; (5) most history organizations had small budgets, few or no paid staff, and limited facilities; and (6) the other-combined organizations ranked lowest in terms of membership, but highest in annual attendance. Subsequent chapters provide data on types of organizations and subject specialization; governing authority and incorporation; annual operating budget; facilities; cultural education programs; collections, attendance, membership, and accessibility; and personnel. The appendix contains sources for additional information on museums and historical societies and a copy of the survey questionnaire. (KC)

ED 170 481 SO 012 210

Calkin, Homer L.

Women in the Department of State: Their Role in American Foreign Affairs.

Department of State, Washington, D.C.
Pub Date-Sep 78
Note-334p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 044-000-01707-5, $7.25, hardbound)
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Diplomatic History, *Employment Practices, *Federal Government, *Females, Foreign Countries, Foreign Diplomats, *United States History, Womens Studies, World Affairs

A history of the employment of women in the Department of State and the Foreign Service is presented. Thirteen chapters consider the status of American women from 1776 to the present; women in the Department and at international conferences, 1800-1940; applicants and employees for overseas employment, 1851-1943; the Foreign Service examinations; the impact of war on employing women; the postwar period, 1949-1970; and the present and future role of women in the Department of State. In summary, it was not until the Civil War that the government began to hire women in full-time positions. Although men and women in the Department of State received equal pay for equal work, men were promoted more quickly than women. For the first 35 years all women in the Department filled clerical jobs; in 1909 the first woman was appointed to a semiprofessional position. Today, the Department has a higher percentage of women at the senior, middle, junior, and support levels than the government as a whole. It has been more difficult, however, for women in the Foreign Service. The Department reluctantly allowed women to take Foreign Service examinations in the 1920s. Although from 1930 until the end of World War II, no women made the grade by the examination process, since that time more women have been admitted to the Foreign Service. By 1978 one woman had reached the level of Undersecretary, one as Director General of the Foreign Service, a few as Assistant Secretaries, and several as Deputy Assistant Secretaries. Finally, 26 women have reached the epitome of success as Ministers Plenipotentiary and Ambassadors Extraordinary. (KC)

ED 170 531 SP 015 171

The Families Learning Together Study.
Home and School Inst., Washington, D.C.
Pub Date-79
Note-19p.; For related document, see SP 015 172
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Adult Education, *Compensatory Education Programs, Curriculum Design, *Educationally Disadvantaged, *Family Involvement, Family Role, Family School Relationship, Parenthood Education, Parent Participation, *Program Content, Validated Programs

The goal of the Families Learning Together Program is to design, systematize, field test, evaluate and publish a dual-focus curriculum for teaching adults and children. Adult basic education, parenting, and daily life skills were to be taught to adults as these adults simultaneously taught their children attitudes and skills of the program are presented. A description is given of the field testing of the program and evaluation of the program. A summary is given of the overall effectiveness of the program. (JD)

ED 179 576 TM 009 857

Plattor, Emma And Others

Test Development for Assessing Achievement in Listening and Speaking.

Alberta Dept. of Education, Edmonton. Minister's Advisory Committee on Student Achievement.
Spons Agency-Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-Mar 79
Note-412p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Achievement Tests, Criterion Referenced Tests, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Factor Structure, Foreign Countries, Item Analysis, Listening Comprehension, Listening Skills, *Listening Tests, Speech Communication, Speech Skills, *Speech Tests, Student Attitudes, *Test Construction, Test Reliability, Test Validity
Identifiers-Canada

Pilot, field, and final tests in listening and in speaking knowledge, skills, and attitudes for Alberta (Canada) students in grades 3, 6, 9, and 12 were constructed, using the following steps: (1) selection and validation of high-priority measurable objectives; (2) review of existing tests and related literature; (3) pilot test construction, administration and data analysis; (4) construction, administration, and data analysis of a field test, based on pilot test findings; (5) final test construction; and (6) technical report writing. All items were constructed by the investigators because no usable items or tests were located during the literature review. Attitude items were excluded from the final test because they were unrelated to ability measures. Statistical analyses were performed on the pilot and field versions to determine item difficulty, item discrimination, reliability, and validity of multiple choice options. Factor analyses were also performed. The field test, with minor revisions, was recommended as a final test for large groups. Because criterion referenced testing in listening and speaking is relatively novel, however, the conclusions and recommendations made were tenuous. (The appendix contains the initial, pilot, field, and final test objectives for each grade). (CP)

ED 179 676 UD 020 058

Van Winkle, Ann Stutz

Implementing Chapter 622: Exemplary Programs for Alleviating Racism and Sexism in Massachusetts Public Schools. Resources for Schools

Massachusetts State Dept. of Education, Boston.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 76

Grant-NIE-G-76-0058

Note-52p.; Prepared by the Massachusetts Dissemination Project

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Studies, *Curriculum Development, *Demonstration Programs, Directories, Equal Education, *Inservice Programs, Inservice Teacher Education, *Racial Discrimination, *Sex Discrimination, Sex Fairness, Vocational Education

Identifiers-Massachusetts

In response to both Title IX of the Education Amendments of 1972 and Chapter 622 of the Acts of 1971 prohibiting racial or sexual discrimination in schools, 43 exemplary curriculum and inservice training projects in the State of Massachusetts are described in detail. While providing specific information about each new project or program in an abstract, this publication also lists sources for obtaining further information and actual products from the projects. Criteria for the selection of projects for publication include: (1) evidence of success; (2) evidence of economic efficiency; and (3) evidence of exportability. (Author/RLV)

Batshis, Robert Saracco, Bonnie

A Study of Continuing Education Course Credit Strategy. Office of College & Community Research, Vol. XV, No. 8.

Triton Coll., River Grove, Ill.

Pub Date-Nov 79
Note-19p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Students, *Adult Vocational Education, College Credits, Community Colleges, *Credit Courses, *Enrollment Influences, *Junior Colleges, *Noncredit Courses, Organizational Change, State Aid, Student Attitudes
Identifiers-Student Objectives

In October, 1979, a survey of students enrolled in noncredit Data Processing (DP) and Secretarial Science (SS) courses at Triton Community College was conducted to determine if conversion of noncredit adult education courses to regular college credit status would result in a substantial loss of students. Responses were obtained from 474 SS students (56.7% of those surveyed) and 145 DP students (59.2%), revealing that: (1) job preparation was the major educational objective for both groups; (2) 17.2% of DP and 25.4% of SS students would not return if courses were offered for regular credit only; (3) 59% of DP and 53% of SS students would prefer regular credit courses if given a choice of both; (4) the location of the class was the most important factor in the decision to enroll and the type of grading was the least important factor; and (5) 40.9% of DP and 14.3% of SS students planned to work for a degree. The study report evaluates the financial impact of maintaining the status quo, converting all courses to credit courses, and providing parallel credit/noncredit courses, concluding that a final decision could be made only after the State of New Jersey decides whether to reimburse colleges for all courses or to continue funding on a credit basis only. The survey instrument is appended. (JP)

ED 179 307 PS 011 048

Newcombe, Nora Lerner, Jeffrey C.

Britain Between the Wars: The Historical Context of Bowlby's Theory of Attachment.

Pub Date-79
Note-31p.; An earlier version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979)
Pub Type- Historical Materials (060) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attachment Behavior, *Cultural Context, Death, Depression (Psychology), Environmental Influences, Etiology, Foreign Countries, *Grief, Infancy, *Intellectual History, Interpersonal Relationship, Neurosis, Parent Child Relationship, *Psychiatry, Psychosis, Sexuality, *Theories, War
Identifiers-*Bowlby (John), England

John Bowlby's theory of attachment is examined in the cultural and historical context in which it was developed. Bowlby trained as a psychiatrist in England during the 1920's and published the WHO report in 1951. Thus the origins of his theory can be related to events set in motion by the First World War and occurring during the interwar period and the Second World War. Bereavement was a widespread problem during and after the war, often precipitating cases of shell shock and civilian illness. Treatment of these problems led to widespread recognition in British psychiatry of the importance of neurotic as well as psychotic illness, of the role of environmental events in etiology, and of the importance of considering patients' relationship to other people as well as their individual psychology. It was recognized that infantile sexual trauma was not a necessary prerequisite to neurosis and infantile interaction with the mother was identified as another possible source of trauma. Another theory demoted the importance of sexual instinct and postulated an innate need for companionship whose frustration led to anger or depression. The culmination of these changes set the stage for Bowlby's work, which began in the late fifties and involved a conscious use of adult mourning as a paradigm for childhood separation anxiety. Implications relating to the generalizability of Bowlby's theory are discussed. (JMB)

ED 170 327 RC 011 681

Kimball, Richard Owen

Wilderness Experience Program. Final Evaluation Report.

Pub Date-1 Jan 79

Note-105p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Adults, American Indians, Behavior Patterns, Blacks, Caucasians, Correctional Education, *Correctional Rehabilitation, *Cost Effectiveness, Criminals, *Delinquents, Experiential Learning, Mexican Americans, *Outdoor Education, Prisoners, Recidivism, Rehabilitation Programs, Socially Deviant Behavior

Identifiers-*Adventure Education, New Mexico, Solo Experiences, *Wilderness Experience Program

The Wilderness Experience is an innovative, experiential program under New Mexico's Statewide Forensic Treatment System for mentally disordered first offenders and those soon to be released on parole or probation. Developed from the concepts of Outward Bound, criminal offenders undergo an intensive 17-21 day confrontation with their physical, emotional, and social boundaries through such high stress activities as backpacking, cooperative group living, rock climbing, river rafting, rappeling, and wilderness survival solos. Preliminary data gathered on 30 clients indicate statistically significant positive treatment effects; clients return less depressed, paranoid, tense, worried, and ego-centric. The program has treated 103 adults (average age - 22.3 years, composed of 30% Anglo, 55% Spanish, 10% Black, and 5% American Indian) and 109 juveniles (average age - 16.1 years, composed of 38% Anglo, 53% Spanish, 5% Black, 2% American Indian, and 2% other). For adults, the recidivist rate is 8% based on reconviction and a return to the Penitentiary within 9 months. The rate for juveniles is 10% recidivism at 3 months and 17% at 9 months. Course failure has been a 100% predictor of recidivism for both juveniles and adults. Cost per day, per client in the wilderness is $47.99, but there are hidden cost benefits due to diversionary and early release/resocialization referrals. The program offers a therapeutically effective alternative to the costs of long-term incarceration. (NEC)

ED 179 442 SO 012 142

A Catalog of Curriculum Materials for Marine Environment Studies Elementary and Secondary.

Delaware Univ., Newark. Coll. of Education.; Delaware Univ., Newark. Coll. of Marine Studies.

Spons Agency-Du Pont Corp., Wilmington, Del.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Office of Coastal Zone Management.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date-79

Note-51p.; For a related document, see SO 012 143

Available from-Project COAST, College of Education, University of Delaware, Newark, DE 19711 ($1.00)

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Resources, Elementary Secondary Education, *Instructional Materials, *Learning Activities, *Marine Biology, Natural Sciences, *Oceanology, Physical Environment, Physical Geography

This partially annotated bibliography on marine environment contains a list of learning experiences and curriculum units for elementary and secondary students. A majority of materials were published in the 1970s. Subjects include biological oceanography, which deals with general and specific aspects of marine biology such as plankton, invertebrates, marshes, and aquaria; physical and chemical oceanography which includes tides, waves, seawater composition, and water pollution; and geological oceanography, which covers beaches, tectonics, and sea floor topography. The final category, general oceanography, cites materials which cover more than one topic or which fit into categories such as resource economics and resources from the sea. This section is divided into two parts: laboratory experiments or field investigations and classroom materials. The catalog is divided into two sections: units suitable for elementary level and those suitable for the secondary level. Entries within each section are listed alphabetically according to author or sponsoring organization. (Author/KC)

ED 179 637 UD 019 962

Warehousing Human Beings: A Review of the New York State Correctional System.

New York State Advisory Committee to the U.S. Commission on Civil Rights, New York.
Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Dec 74
Note-113p.; Some pages may be marginally legible due to light print
Pub Type- Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Correctional Rehabilitation, *Corrective Institutions, Educational Programs, *Females, Health Services, Males, *Minority Groups, Parole Officers, Prisoners, Rehabilitation Programs
Identifiers-*New York

In 1970, the New York Advisory Committee to the United States Commission on Civil Rights undertook a study of the State Department of Correctional Services. Using information obtained from observations and from interviews with officials, staff, and inmates, the investigation focused upon the impact of the system on minorities and women. In the process, the larger areas of incarceration and parole were reviewed. This report presents the findings of the study through 1972. The racial/ethnic composition of correctional staff (less than 8% minority) is contrasted with that of the inmate population (72.5% minority) in the ten State institutions for men. Changes in policy and conditions since 1970 are reviewed. Included in this discussion is information on the role of correctional personnel, censorship, inmate assignment to institutions, racism, inmate works assignments, and educational programs. The Clinton and Auburn correctional facilities and the women's division of the Bedford Hills correctional facility are described in some detail, in terms of race/ethnicity of the inmate population, temporary work release programs, and health and medical care provided. The procedures and effectiveness of the State parole system are reviewed and criticized. A list of recommendations for the correctional system and for specific institutions is presented. (GC)

ED 179 504 SP 014 618

George, U. Eugene Mangieri, John N.
Managing Inservice: Communication, Delivery, Considerations, and Decision-Making.
Pub Date-1 Mar 79
Note-21p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication (Thought Transfer), *Cooperation, *Decision Making, *Delivery Systems, Inservice Programs, *Inservice Teacher Education, *Management, Program Effectiveness, Program Planning
Identifiers-Teacher Corps

An overview of the American Association of Colleges for Teacher Education March 1979 clinic concerning management practices in teacher education inservice program operation is presented. Two Teacher Corps projects, one urban and one rural in setting, are used as the basis for discussion. Three areas of management practice are considered. The establishment of an effective communication system, the logistics and organizational details pertaining to inservice education efforts, and the design of a consistent decision-making policy for inservice programs are all major topics of concern and discussion. Copies of the description sheets for the Teacher Corps case studies and of the key questions and issues presented to clinic participants are appended. (LH)

ED 179 617 UD 019 860

Kagiwada, George

Thoughts on Research in Asian American Studies.

Pub Date-Apr 79

Note-11p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979); Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Asian Americans, *Community Benefits, Higher Education, Relevance (Education), *Research, *Research Utilization, *School Community Relationship

Identifiers-*Asian American Studies, California (Locke), California (Sacramento), University of California Davis

The field of Asian American Studies was developed partially as a result of the recognition that the history and contemporary concerns of Asian Americans had been neglected or distorted as a field of academic inquiry. Because of its unprecedented nature, the difficulties involved in developing such a program at the University of California Davis campus were many. Two of the primary problems confronted were: (1) conflict between an emphasis on research as opposed to an emphasis on practical activities; and (2) the resulting dichotomy and conflict between the univeristy campus and Sacramento's Asian American community. The Asian American Studies program strived to resolve these conflicts through the formation of research guidelines which could be utilized to: (1) provide an accurate history of Asian Americans; (2) influence policy; (3) advocate and bring about change; (4) predict community needs; (5) facilitate an understanding of racism and race relations; (6) promote community pride and solidarity; and (7) develop curriculum activities. The involvement of the program in the case of Locke, a rural Chinese American community, illustrates how these guidelines have been adapted to an ongoing research situation. By following the guidelines, other research programs should be able to contribute to the strengthening of other Asian American communities. (Author/GC)

Jones, Amber B. Shapiro, Eileen C.

The Peak of the Pyramid: Women in Dentistry, Medicine and Veterinary Medicine.

Pub Date-78
Note-25p.; Paper presented at the Conference on Expanding the Role of Women in the Sciences, New York Academy of Sciences (New York, New York, March 6-8, 1978)
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Opportunities, *Dentistry, *Medicine, *Professional Occupations, Sex Differences, *Veterinary Medicine, *Womens Education, Working Women

This paper examines: (1) selected aspects of the current status of women at the top of the hierarchies in the three health professions of dentistry, medicine, and veterinary medicine, and (2) some of the effects of the changing structure of the health care system on the present and future roles of the women in each of these professions. Besides increasing their numbers relative to the size of professions as a whole, women dentists, physicians, and veterinarians are now experiencing some common challenges due to restructuring of health-related professional educational programs. Changes in the role of health care professionals from providers of care to administrators and managers will have profound effects in the relationships among women of varying statuses within the health care industry. Challenges to women at the peak of the health care pyramid include the ability to assume the authority and power to influence the future directions of health care delivery in this country and to work with women at all levels in the health care industry to form a new order. (Author/MA)

ED 179 374 SE 028 822

Brown, Evelyn And Others

Energy Transitions in U.S. History, Grades 8-9. Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy.

National Science Teachers Association, Washington, D.C.

Spons Agency-Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs.

Report No.-HCP/U-3841-0004

Pub Date-Jun 79

Contract-EX-76-C-10-3841

Note-114p.

Available from-U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (no price quoted)

Pub Type- Guides - Classroom - Learner (051) - Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Energy, *Energy Conservation, Environmental Education, *Fuel Consumption, *Fuels, History, *Interdisciplinary Approach, Mathematics Education, *Natural Resources, Science Education, Secondary Education, Social Studies

Identifiers-*Energy Education

This unit is intended to give students an understanding of the influence that various sources of energy have had on culture and on understanding of the effects of energy change. Physical properties of wood, coal, and oil are examined, and the ability of these substances to give heat is considered. Students practice the mathematics necessary to understand energy conversion. (Author/RE)

ED 179 400 SE 029 337

Place, Carol And Others

The Visiting Women Scientists Program, 1978-79: Final Report.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Spons Agency-National Science Foundation, Washington, D.C.

Report No.-RTI-1481-00-03-F

Pub Date-Aug 79

Contract-SPI-77-21-262

Note-201p.; For related documents, see SE 029 335-336 and ED 164 291; Colored pages in Appendices may not reproduce well

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Career Opportunities, Educational Research, Employment Opportunities, Females, Feminism, *Higher Education, Professional Personnel, *Role Models, *Science Careers, Science Education, *Secondary School Students, *Womens Education, Working Women

This is the final report of a program in which 51 women scientists visited 12 junior high and high schools in North Carolina and a total of 128 schools in four large American metropolitan areas. The purpose of these visits was to provide students with a chance to meet women scientists as role models. The report is divided into 9 chapters and 8 appendices. The topics presented include an introduction to the program, participating schools, background information on the women scientists, the development and/or process of locating instructional materials, field representatives and school personnel, program operations, data collection, and program evaluation. Included in the appendices are letters, records, guidelines, resource materials, and questionnaires generated by the program. (SA)

ED 179 424 SE 029 524

Brandau, Linda Easley, Jack

Understanding the Realities of Problem Solving in Elementary School With Practical Pointers for Teachers.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 79

Contract-400-78-0004

Note-71p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($2.00)

Pub Type- Guides - General (050) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Calculation, *Educational Resources, Elementary Education, *Elementary School Mathematics, Mathematical Concepts, Mathematics Curriculum, *Mathematics Instruction, *Problem Solving, Teaching Methods, Teaching Skills, *Teaching Techniques

Identifiers-Information Analysis Products

This paper is divided into three parts. Part I connects the reality of the classroom with the idealism which arises from some of the problem solving literature. It is argued that a broader concept of problem solving is needed to provide a perspective for bridging the gap between the conceptions of problem solving in the literature and typical classroom practice. Part II examines what ``problem solving'' might mean in the context of the elementary school classroom. Part III considers how children can be helped to understand the non-arbitrary character of rules of arithmetic by examining the connectedness of mathematical ideas, rules, and procedures. Also included is a list of references and recommended readings, a list of specific pointers for teachers, and a conclusions section. (Author/MK)

ED 179 558 TM 009 775

Chissom, Brad S. McLean, James E.

Talents Unlimited Program. Technical Report Summarizing Research Findings.

Mobile County Public Schools, Ala.
Pub Date-Mar 79
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability, Cognitive Ability, Communication Skills, Creative Ability, Criterion Referenced Tests, Decision Making, *Educational Innovation, Elementary Secondary Education, Planning, Prediction, Productive Thinking, *Program Effectiveness, *Special Programs, *Talented Students, Talent Identification, Test Results, *Validated Programs
Identifiers-Elementary Secondary Education Act Title III, National Diffusion Network Programs, *Project Talents Unlimited

Talents Unlimited (TU) is an educational program based in Mobile, Alabama, and developed under an Elementary Secondary Education Act Title III grant. The program was validated nationally over three years and is now part of the National Diffusion Network. Six areas of talent were identified: productive thinking; forecasting; decision making; planning; communication; and academic ability. Changes in students in grades one through six were measured by a series of ten specially developed criterion referenced tests and achievement tests. Programs were also developed and tested, in other school districts, for talented students in elementary and secondary grades. Overall results showed significant differences between the experimental groups involved in the TU program and the control groups. Currently, over 70 groups are involved in TU programs. (MH)

ED 179 597 TM 009 986

Garcia-Quintana, Roan A. Johnson, Lynne M.

Equating Two Forms of a Criterion-Referenced Test by Using Norm Referenced Data: An Illustration of Two Methods.

CTB / McGraw-Hill, Monterey, Calif.
Pub Date-Apr 79
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Tests, Calculation, *Comparative Statistics, Cutting Scores, *Equated Scores, Intermediate Grades, *Mastery Tests, Mathematical Formulas, Norms, Statistical Analysis
Identifiers-*Angoff Method, Quantitative Tests, *Test Equivalence

Three different computational procedures for equating two forms of a test were applied to a pair of mathematics tests to compare the results of the three procedures. The tests that were being equated were two forms of the SRA Mastery Mathematics Tests. The common, linking test used for equating was the Comprehensive Tests of Basic Skills, Form S, Mathematics Test. The equating sample was a group of 2,039 sixth grade students in the South Carolina Statewide Testing Program. The first equating method, developed by Angoff, involved estimating the mean and variance for each SRA test for the total group, that is, combining the groups that had taken each test, and then computing a conversion equation from one score scale to the other. The second method, also developed by Angoff, involved equating each of the two SRA forms to the equating test. The third method involved finding a prediction equation for each SRA test from the common test and then combining the two prediction equations to form the equating equation. (CTM)

ED 179 657 UD 019 992

Howard, John R.

The Gifted Black Child: Problems and Promise.

Pub Date-29 Oct 77
Note-20p.; Keynote Address delivered at the Conference on Living and Working with the Gifted Black Child (Purchase, NY, October 29, 1977); Not available in paper copy due to reproduction quality of original document
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Black Community, *Black Education, Blacks, *Black Students, *Black Youth, Cultural Environment, *Educational Programs, *Gifted, Identification, Labeling (of Persons), Peer Influence, School Environment, *Talent Identification
Identifiers-Torrance Tests of Creative Thinking

In this paper, it is noted that there are three reasons for studying the black gifted child. First, black destiny has in part been shaped by talented blacks for example, Malcolm X and Martin Luther King. Second, the black gifted are a minority within a minority. The gifted black female, subject to sexism, is even more of a minority. Third, whether or not programs for the gifted should exist is not at question; they do exist and black children should participate fully in these programs. The black gifted child presents different problems from the white gifted child in terms of the following: (1) identification of the gifted and mislabeling; (2) the social milieu of the gifted, particularly family and peers; and (3) programs and possibilities for facilitating the identification and development of the black gifted. A short review of programs for the gifted, a list of Passow's five recommended steps for developing programs for the culturally different gifted, a short bibliography on the minority gifted, and a list of sources for information concerning the gifted and talented are included. (Author/PMR)

ED 179 677 UD 020 115

Wax, Murray L., Ed.

Desegregated Schools: An Intimate Portrait Based on Five Ethnographic Studies.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group.
Pub Date-Aug 79
Grant-NIE-G-78-0046
Note-139p.; Prepared by the Desegregation Studies Team
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Black Students, Caucasian Students, Elementary Secondary Education, Ethnography, *Integration Effects, Integration Methods, *Integration Studies, Race Relations, Racial Attitudes, *Racially Balanced Schools, *School Integration, *School Resegregation, Teacher Integration

This is a summary and synthesis of five ethnographic studies of desegregated schools over a period of about two years. It seeks to determine whether the desegregation process in the public schools has resulted in integration. (Desegregation and integration are seen as distinct phenomena, with integration defined as the attaining of, and respect for, cultural diversity in the educational setting.) To determine to what extent integration has taken place, the report analyzes five schools in communities with different economic, social, and geographic characteristics. It is reported that in these schools, desegregation occurred, but not integration; as white students declined in numbers, resegregation emerged. The relationship of the schools to their districts and community, the role of principals, and attitudes on race and education are also discussed. Student behavior, attitudes, and activities are analyzed to determine their relationship to racial cooperation and respect for different life styles. Also included are three critical essays that interpret the main body of the report and apply it to other specific situations, and several bibiliographies. (WP)

ED 179 532 SP 015 172

Families Learning Together: A Daily Life Curriculum.
Home and School Inst., Washington, D.C.
Pub Date-79
Note-25p.; For related document, see SP 015 171
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Community Resources, *Compensatory Education Programs, Consumer Education, *Course Descriptions, *Curriculum Guides, Elementary Education, Health, *Instructional Materials, Mathematics, *Program Content, Reading

An outline is given of the contents of learning kits for the Families Learning Together Program. Descriptions are provided of learning activities engaged in jointly by parents and children on the subjects of reading, mathematics, occupational knowledge, consumer economics, community resources, health, and citizenship. Ordering information for these kits is also provided. (JD)

ED 179 289 PS 011 020

Rim, Eui-Do Coller, Alan R.

In Search of Nonlinear Process-Product Functions in Existing Schooling Effects Data: I. A Reanalysis of the First Grade Reading and Mathematics Data From the Stallings and Kaskowitz Follow Through Study.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Note-134p.; Best copy available
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19103 ($7.00)
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement, *Analysis of Variance, *Classroom Environment, *Classroom Observation Techniques, *Elementary School Mathematics, Formative Evaluation, Intervention, Measurement Techniques, *Reading, Student Teacher Relationship, Time Factors (Learning)
Identifiers-Linear Analysis, *Nonlinear Analysis, Project Follow Through

As an attempt to confirm the view that the relationships between certain classroom process variables and student achievement are curvilinear, first grade reading and mathematics data from the Stallings and Kaskowitz (1974) Project Follow Through Classroom Observation Evaluation were reanalyzed using orthogonal polynomial regression methods. Seventy-five classroom process variables were selected from Stallings and Kaskowitz data and entered into poly-nomial regression analyses. Thirty-two of ninety-five relationships tested were found to be nonlinear. (This, of course, is well beyond chance.) Fourteen of the nonlinear functions were quadratic in nature, eleven were cubic, and seven were quartic. Fifteen of these functions were related to mathematics achievement, and seventeen were related to reading achievement. These results generally support the view that relationships between some classroom process variables and student achievement are probably curvilinear. In turn, this finding seems to raise a question about recommendations for instructional improvement that are made based solely on linear analyses of process-product study data. This finding also provides additional support for the argument to employ both linear and nonlinear analyses in classroom process-product research. (Author/MP)

A List of Books on the Marine Environment for Children and for Young People.
Delaware Univ., Newark. Coll. of Education.; Delaware Univ., Newark. Coll. of Marine Studies.
Spons Agency-Du Pont Corp., Wilmington, Del.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.; National Oceanic and Atmospheric Administration (DOC), Rockville, Md. Office of Coastal Zone Management.; Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
Pub Date-79
Note-69p.; For a related document, see SO 012 142
Available from-Project COAST, College of Education, University of Delaware, Newark, DE 19711 ($2.00)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, *Childrens Books, Educational Resources, Elementary Secondary Education, Fiction, *Marine Biology, Natural Sciences, *Oceanology, Physical Environment, Physical Geography

This annotated bibliography lists approximately 900 books on the marine environment, most of which are in the collection of the University of Delaware's Project COAST (Coastal and Oceanic Awareness Studies). A majority of the books, which include both fiction and nonfiction, were published within the last twenty years. Although the document is divided in two sections, Children's Books and Young People's Books, the sections overlap and both should be considered in selecting books for each age group. Entries within the two sections are arranged alphabetically by title. (Author/KC)

ED 179 463 SO 012 167

The Committee on Anthropology and Education. Report and Working Papers.
National Academy of Education, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-78
Note-568p.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Agencies, Cognitive Development, *Educational Anthropology, Educational History, *Educational Needs, *Educational Programs, *Educational Theories, Elementary Secondary Education, Federal Programs, Higher Education, Perception, Professional Occupations, Psychological Studies, *Research Needs, Social Change, Socialization, Social Psychology

The document consists of a report by the chairman of the Committee on Anthropology and Education and six essays commissioned by the committee. In addressing the need to support educational anthropology programs, the report suggests: creation of a national fellowship program for graduate students; interchanges among educational anthropology programs; a task force of educational anthropologists to examine recurring crises and conflicts in education; and initiation of an institute for advanced studies in anthropology and education. Suggestions for improving the quality and theoretical bases of educational anthropology include: reviewing and selecting research at national agencies and foundations, and investing in interdisciplinary research which focuses on social and structural factors influencing education. The first essay offers an historical review of contributions which led to the establishment of educational anthropology. The second essay, which comprises the major portion of the document, reviews current approaches and findings in psychological anthropology relevant to educational anthropology. The paper contains an extensive annotated bibliography on perception and cognition, socialization, and social change. The third essay discusses the value of applying the concepts of social anthropology to the analysis of schools and the social dimensions of learning. The fourth essay examines the utility of social anthropological theory for the analysis of education through a case study of Chiapas, Mexico. The fifth essay provides a report on federal agencies, issues, and policies relevant to research. The final essay proposes professional networks, careers, and education for educational anthropologists. (KC)

ED 179 482 SO 012 211

Selected Bibliography of Egyptian Educational Materials. Vol. 4, No. 2, 1978.

Al-Ahram Center for Scientific Translations, Cairo (Egypt).
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-TT-78-59141/2
Pub Date-79
Note-89p.; Not available in paper copy from EDRS due to poor reproducibility; For a related document, see ED 170 201
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Arabic, Arabs, *Comparative Education, *Developing Nations, Early Childhood Education, *Educational Development, Educational Legislation, Educational Objectives, Educational Philosophy, *Educational Programs, Educational Trends, Elementary Secondary Education, Higher Education, Illiteracy, Literacy Education, Religious Education, Special Education, Teacher Education, Universities, Vocational Education
Identifiers-Egypt

This bibliography contains 119 English language annotations of newspaper articles and government publications from Egypt on the topic of education. All of the items were published in 1978. Annotations are categorized by topic. Fifty topics are listed, including Arabic language, basic education, educational legislation, examinations, home economics, illiteracy, pre-primary school education, primary school teachers, religous education, technical schools, text books, and youth education. An author index and a list of periodical sources concludes the document. (DB)

ED 179 505 SP 014 632

Fitt, Deanne Futchs-Fine, Marija

R&D-Based Inservice Education Products Entered Into ERIC. An Annotated Bibliography.

National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-27 Jun 79

Note-42p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Development, *Educational Research, *Inservice Teacher Education, *Instructional Aids, Research Utilization, Teaching Methods, *Validated Programs

Grade level, developer, distributor, cost, and a brief description are given for approximately 150 R&D based, validated, teacher inservice products. Materials are included from the areas of teacher assessment of student growth, bilingual education, career education, classroom management, early childhood education, English language arts, individualized instruction, mathematics, motivation, multicultural education, reading skills, science, social studies, special education, and teaching strategies. Audiovisual products as well as printed matter are included. A listing of distributors' addresses is also given. (LH)

ED 179 577 TM 009 858

Vineberg, Robert Taylor, John E.

An Analysis and Plan of Test Development for the Law Enforcement Basic Training Course.

Human Resources Research Organization, Alexandria, Va.
Report No.-HumRRO-PP-1-79
Pub Date-Jun 79
Note-23p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Tests, *Behavioral Objectives, *Criterion Referenced Tests, Needs Assessment, Performance Tests, *Police, Role Playing, Simulation, Situational Tests, *Test Construction, Testing Programs, Test Validity, *Training Objectives, *Work Sample Tests
Identifiers-California

A test development plan is described to evaluate police enrolled in the law enforcement basic training course developed by California's Commission on Peace Officer Standards and Training (POST). Some general test methodologies are discussed: performance tests, knowledge tests, and situational tests, including role playing simulations and audiovisual simulations. The test development plan is comprised of three phases: (1) development of test content and strategies; (2) design of diagnostic, proficiency, and certification tests; and (3) test validation. In order to complete phase 1, performance objectives are classified, refined, and given priority ratings; the appropriate strategy for testing each objective is determined; and the weighting for each kind of test is assigned. In phase 2, the three kinds of tests are constructed based on the refined behavioral and knowledge objectives. The three types of tests differ more in terms of purpose and scope, than in context. Test validation procedures are to be developed subsequent to test development. Example of the test instruments to be developed are given. (MH)

ED 179 270 JC 790 668

Eisenstein, Fannie

Annual Report, 1978-79.

New York City Community Coll., Brooklyn, N.Y. Div. of Continuing Education and Extension Services.
Pub Date-19 Nov 79
Note-70p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Basic Education, *Adult Education, Adult Reading Programs, Annual Reports, Community Colleges, Community Information Services, Consumer Education, Correctional Education, Deaf Education, *Extension Education, Handicapped Children, Homebound, *Junior Colleges, Noncredit Courses, Non English Speaking, *Nontraditional Occupations, Older Adults, *Outreach Programs, Teacher Aides, Technical Education

This six-part report summarizes the 1978-1979 activities of the Division of Continuing Education and Extension Services at the New York City Community College. Part I discusses tuition courses and programs, including a program for Head Start staff and parents on the mainstreaming of handicapped children, a symposium on hearing aid technology in tinnitus treatment, an institute for continuing education in radiologic technology, and an institute serving apartment owners and management groups. Part II discusses programs for older adults, including an institute of study for older adults, an elderly homebound program, community workshops for consumer education, an information and referral service, and a program to train the elderly to work as teacher aides in public schools. Part III describes the college's adult learning center and adult reading academy, as well as the outreach program at the Brooklyn House of Detention. Part IV discusses the history, student participation, and program development of the vocational program for deaf adults. Part V discusses nontraditional vocational training for women, food service training, pest control training for students with limited English, day care cooks' training, and a program on digital electronics for biomedical equipment technicians. Part VI discusses the college's state civil service employee benefits training program. (JP)

ED 179 308 PS 011 047

Wishon, Phillip And Others

Accelerating Peer Social Interaction of a Preschool Isolate Through Play.

Pub Date-Sep 79
Note-36p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Individual Development, Intervention, *Operant Conditioning, *Peer Relationship, *Play, *Preschool Children, Preschool Education, Reinforcement, Social Development, *Social Isolation, *Social Relations

Play intervention as an adjunct treatment for accelerating peer social interaction of a preschool isolate was examined. Teacher reinforcement of indoor play equipment utilization was employed as a procedure to increase an asocial four-year-old female subject's social interaction with peers. Touching peers, using peer names, verbalizations, solitary or parallel manipulation, cooperative construction and cooperative thematic play were the dependent variables. The treatment phases were effective in increasing the behaviors with an accompanying reduction in the subject's duration of solitary or parallel manipulation. The results suggest that a reinforced play intervention is an effective means of increasing social interaction among preschoolers. (Author/RH)

ED 179 328 RC 011 688

Ogletree, Earl J. Rodriguez, Margarita

The Attitudes of Latino Parents Toward School Disciplinary Measures.

Pub Date- 73
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acculturation, Child Rearing, Corporal Punishment, *Discipline, Elementary Education, Family Structure, *Latin American Culture, *Mexican Americans, *Parent Attitudes, Parent School Relationship, Punishment, Spanish Speaking

To determine the attitudes of Latino parents toward school discipline of elementary children, a questionnaire was sent to families of 120 first, third, and fourth grade Latino students in a Chicago public school. The parents were Spanish-speaking Mexican Americans of low socioeconomic status; some were recent arrivals from Mexico and others were long-time U.S. residents. The questionnaire, which was in both Spanish and English, contained 30 open-ended items related to three general questions: (1) Should schools use corporal punishment? (2) If so, who should be the disciplinarian and what form should punishment take? (3) If not, what forms of discipline would parents favor? The use of corporal punishment in the school was favored by 39% of the parents and rejected by 45%; 16% were undecided. Those favoring corporal punishment indicated that the punishment should be administered by the teacher, using the hand. The majority of those rejecting corporal punishment felt that embarrassing the child and standing the child in the classroom or hallway were acceptable forms of discipline. The parents' rejection of corporal punishment unexpected in the light of traditional Latino child rearing practices, which include strict discipline and the use of corporal punishment with younger children may reflect the parents' distrust of the school or their assimilation of American child rearing practices. (JH)

ED 179 375 SE 028 823

Day, John Weeden, Kenneth P.

Western Coal, Boom or Bust? Grades 9-11. Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy.

National Science Teachers Association, Washington, D.C.
Spons Agency-Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs.
Report No.-HCP/U-3841-10
Pub Date-Jun 79
Contract-EX-76-C-10-3841
Note-77p.
Available from-U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (no price quoted)
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052) - Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Energy, Environment, *Environmental Education, Environmental Influences, *Fuels, History, *Interdisciplinary Approach, Land Use, *Natural Resources, Pollution, *Science Education, *Secondary Education, Social Studies
Identifiers-Coal, *Energy Education

This unit uses energy choices to raise questions about the energy option of coal available to the nation along with attendant advantages and disadvantages of this option. The unit introduces locations of coal deposits in the U.S. and their types. Emphasis is on relatively unexploited deposits in the western United States. Comparisons are made between western coal and that of the east. Heat and sulfer content are discussed. Possible boom town effects are discussed in the context of development of resources. Strip mining controversies are examined. (Author/RE)

ED 179 533 SP 015 183

Schwille, John And Others

Content Decision-Making and the Politics of Education. Research Series No. 52.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Contract-400-76-0073
Note-48p.; Paper presented at the Annual Conference of the Politics of Education Association (San Francisco, California, April 8-12, 1979)
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($2.50)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Board of Education Policy, *Course Content, Curriculum Development, *Decision Making, Educational Policy, Governance, School District Autonomy, Standards, Teacher Attitudes, *Teacher Role, *Textbook Selection

The political implications of decisions on curriculum content are discussed. A review of the literature on school policies is analyzed with particular consideration of who determines what will be studied in the classroom and what bias may be reflected in textbook selection. It is argued that while it is generally assumed that boards of education determine what shall be taught in the schools, teachers actually have a greater impact on what children actually learn. By choosing what to emphasize in a course, by selecting certain methods of teaching subjects, and by preferring one textbook over another, teachers, in effect, make policy, and this is, in essence, a political action. (JD)

ED 179 638 UD 019 963

Obstacles to Financing Minority Enterprises.

District of Columbia Advisory Committee to the United States Commission on Civil Rights.

Spons Agency-Commission on Civil Rights, Washington, D.C.
Pub Date-Jan 74
Note-85p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Banking, *Black Businesses, *Business, *Credit (Finance), Government Role, *Minority Groups, *Racial Discrimination
Identifiers-*District of Columbia, Small Business Administration

In 1972, the District of Columbia Advisory Committee initiated an inquiry to determine the role that discrimination has played in limiting minority business enterprises in the Washington area. Meetings were held in which businessmen, representatives of technical assistance organizations, government officials, and bankers examined the question of whether, or to what degree, minority businessmen are denied loans, loan guarantees, and other forms of credit by the traditional money markets because of race. This report summarizes information obtained through interviews and from presentations during the open and closed meetings. Discussed are criteria for determining bank loans, minority businessmen's views of banks and the Small Business Administration (SBA), and the views of technical assistance personnel toward banks and the SBA. Bankers' responses to criticism levelled against their institutions are also presented. Approaches taken in various cities toward solving the financial difficulties of minority businessmen are outlined, as are legal approaches to the problem of discrimination in lending. The Advisory Committee's recommendations for preventing further discrimination are presented. Appended to the report are a petition directed toward Federal regulatory agencies, letters from District of Columbia banks regarding their lending policies, and statistical data on loans granted to black and Hispanic businessmen. (GC)

ED 179 350 SE 027 803

Hoagland, Sarah Lucia
Naming, Describing, Explaining: Deception and Science.
Pub Date-79
Note-18p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (Houston, Texas, January 6, 1979); Contains occasional light and broken type
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Behavior Patterns, Conceptual Schemes, *Feminism, *Science Education, *Scientific Methodology, Sex (Characteristics), Sex Differences, *Sex Discrimination, Womens Education, Womens Studies

Presented is a discussion on feminism and the scientific method. Some deceptive features of the scientific method are presented to show how feminists charge scientists with deception and anti-empiricism. Selected conceptual patterns and conceptual boundaries in science are discussed with respect to femininity. (HM)

ED 179 401 SE 029 343

Harmon, Lindsey R. And Others

Career Patterns of Doctoral Scientists and Engineers, 1973-77.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-79

Note-85p.; Contains occasional small, light, and broken type

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Employment Opportunities, *Employment Patterns, Engineers, *Professional Occupations, Responsibility, Salaries, Science Careers, *Scientific Personnel, *Scientists, *Surveys

This report represents the results of a survey designed to determine the patterns of employment and primary work activity of scientists and engineers in the United States. The report presents the data related to employer categories, areas of primary work activity, and salary increments. Six appendices of data are related to work activity patterns, questionnaires, the percentage time distribution relationship with the primary work activity, and the weighting system used in the report. (Author/SA)

ED 179 425 SE 029 579

Blosser, Patricia E., Ed. Steiner, Robert L., Ed.

Investigations in Science Education, Vol. 6, No. 1. Winter 1980. Expanded Abstracts and Critical Analyses of Recent Research.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date-80

Note-81p.

Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $6.00, $1.75 ea.)

Journal Cit-Investigations in Science Education; v6 n1 Win 1980

Pub Type- Reports - Research (143) - Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Abstracts, *Cognitive Development, *Educational Research, *Instruction, *Learning, Research, Research Methodology, Science Education, *Scientific Literacy

Presented are analytical abstracts, prepared by science educators, of nine articles which report research in the areas of cognitive development, learning, instruction, and scientific literacy. Each abstract contains bibliographical data, research design and procedure, purpose, research rationale, and the abstractor's critical analysis of the research report. (PB)

SO

ED 179 506 SP 014 728

Kornblau, Esther Krause, Myrna

Teacher: Your Neighborhood Is a Wealth of Help.

Pub Date-Feb 79

Note-13p.; Paper presented at the Annual Parents and Reading Conference (4th, New York, New York, February 1979)

Pub Type- Guides - Classroom - Teacher (052) Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Programs, *Program Development, Program Planning, School Community Cooperation, *School Community Programs, *Teacher Aides, *Tutorial Programs, *Tutors, *Volunteers, *Volunteer Training

Intended as a guide to aid inservice teachers and school administrative personnel in developing an effective program for the utilization of school volunteers, this document discusses the merits of a volunteer program and provides concrete suggestions for program design and implementation. Five steps towards a volunteer program delineated by the document are: (1) initiating a program; (2) determining what educational needs such a program might address; (3) recruitment of volunteers; (4) orientation and training of volunteers; and (5) overall coordination and administration of the program. A model for a program operational structure and a bibliography of 16 references are appended. (LH)

ED 179 557 TM 009 785

McGuire, Christine H. And Others
Construction and Use of Written Simulations.
Psychological Corp., New York, N.Y.
Pub Date-76
Note-307p.; For related document, see TM 009 786
Available from-Psychological Corporation, 757 Third Avenue, New York, NY (complete kit, including two pens, $19.75)
Pub Type- Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-Autoinstructional Aids, Cognitive Tests, Decision Making, *Decision Making Skills, Instructional Materials, Postsecondary Education, *Problem Sets, *Problem Solving, Scoring, *Simulation, Teaching Techniques, *Test Construction, Verbal Tests, Weighted Scores, *Work Sample Tests

This manual is designed to help classroom teachers, instructional designers and test developers, construct sound, challenging and sophisticated paper and pencil exercises that simulate the data-gathering and decision process involved in diagnosing and resolving a problem. It is based on the authors' extensive experience in conducting training workshops in simulation methodology. Part One discusses the basic concepts and uses of written simulation. Part Two presents a detailed step-by-step procedure for creating simulations. Via diagrams and charts, the authors progress from designing the blueprint for a simulation through the final step, which is the debugging process. Part Three describes the scoring system and the inferences which can be drawn from scores. Part Four presents and explains structural models for use in designing more advanced simulations of problems characteristic of many fields. Throughout the text, concepts, principles, and recommended procedures are illustrated with sample exercises. The methodology of written simulation as described in this book has been found useful both in teaching and in testing problem-solving skills. It is widely applicable to an almost unlimited variety of content areas, educational levels, training settings, and testing situations. (Author/CTM)

ED 179 598 TM 009 989

Lomax, Richard G. Cooley, William W.

The Student Achievement-Instructional Time Relationship.

Pub Date-Apr 79

Note-30p.; Paper presented at the annual meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, Achievement Tests, Attention, *Classroom Observation Techniques, *Classroom Research, Correlation, Educational Research, Elementary Education, Elementary School Mathematics, Reading Achievement, Reading Research, *Research Design, *Research Methodology, Test Validity, *Time Factors (Learning)

Identifiers-*Instructional Time

Ten studies investigating the relationship between instructional time and achievement on elementary school reading and mathematics tests were reviewed. The studies involved general classroom research, instructional time research, and attention research. The review indicated that the relationship between academic achievement and instructional time was not as strong as generally believed. It was felt, however, that the relationship would have been stronger if certain methodological problems were reduced. The following suggestions were offered: (1) use engaged time (time-on-task) as a more valid estimate of instructional time than time allocated by teacher logs; (2) use a causal model for achievement to interpret correlations; (3) use achievement tests having a substantial overlap with curriculum; (4) minimize the probability of making a Type I error by not including a large number of variables in the observation; (5) sample as much instructional time as funds permit; (6) minimize data collection errors and ceiling effects; and (7) investigate other variables such as sex, socioeconomic status, ability level, grade level, or instructional content; then causal models for achievement can be formulated. (The results of the studies are summarized and compared in tables). (CP)

ED 179 618 UD 019 872

Liu, Shirley

Transfer of Learning from One Language to Another.

Pub Date-Apr 79
Note-9p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979); Not available in paper copy due to reproduction quality of original document
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American English, *Chinese, Elementary Education, English Instruction, Grade 1, *Language Instruction, *Reinforcement, *Second Language Learning, Structural Analysis, *Transfer of Training, Writing
Identifiers-Skinner (B F)

Can the way children learn Chinese help them to learn English? In this study, it is noted that there is a possibility that despite the structural differences between them, there is transference from the learning of Chinese to the learning of English. Skinner's four major reinforcement schedules were used in this study to promote this transference in the classroom situation. It was found that although there is little similarity between Chinese and English in terms of a stimulus-response paradigm or in terms of mediational cues, there are benefits to learning Chinese at the same time as English. Two transfer effects are (1) learning Chinese requires memorization, and (2) writing correct Chinese requires paying attention to details. Both these effects are helpful in facilitating the learning of English. It is concluded that the transfer of skills from one language to another is possible even if the languages are typologically and orthographically different. General habits, skills and attitudes are transferred, not necessarily the specific stimulus, response or mediational cues. (Author/PMR)

ED 179 058 UD 019 997

Asian American Curriculum Guide.
Saint Paul Public Schools, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-259p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 019 998-999
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Americans, Behavioral Objectives, Chinese Americans, *Cross Cultural Studies, Cultural Differences, *Curriculum Guides, Elementary Education, *Elementary School Students, *Ethnic Stereotypes, Filipino Americans, Hawaiians, Indochinese, Japanese Americans, Korean Americans, Lesson Plans, *Resource Materials, Teaching Guides

This comprehensive Asian American curriculum and resource guide for elementary school teachers consists of lessons developed as part of an in-service teacher education workshop. The guide is divided into three topic areas: stereotyping; similarities; and differences. The format for lessons in all sections contains a title, key concepts, generalizations, behavioral objectives, teaching procedures, and resources and materials. The lessons are designed to be used for different subjects including social studies, art, math, music, reading, language arts, and home economics. Specific materials and worksheets follow each lesson. These materials include instructions for activities such as Chinese character writing, origami, and tangrams. Additional activity sheets and supplementary materials are included in a guide to integrating Asian American lessons into the classroom. A short evaluation form for evaluating Asian American classroom materials and a brief annotated bibliography are included. (Author/PMR)

ED 179 678 UD 020 258

The Urban High School Reform Initiative: Final Report, Executive Summary.

Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-10p.; For related documents see UD 020 259-261
Pub Type- Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies, *Educational Improvement, *Federal Legislation, *Government Role, Secondary Education, *Urban Schools
Identifiers-*Urban High School Reform Initiative

This is a summary of the final report of the Urban High School Reform Initiative, a Federal effort designed (1) to review the educational and related needs of large city high school students, (2) explore the Federal role in urban secondary education, and (3) develop recommendations for a more effective Federal response to continuing needs of these students and schools. Provided are a brief overview of the Initiative's activities, an analysis of urban secondary schooling, and recommendations for Federal action in the areas of funding, school advocacy, and policy formation. (Author/GC)

ED 179 200 PS 011 021

Katz, Phyllis A.
Determinants of Sex-Role Flexibility in Children.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-Mar 79
Grant-MH-29417
Note-15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (San Francisco, CA, March 15-18, 1979)
Pub Type- Raports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, Elementary Education, *Elementary School Students, Fathers, Mass Media, Mothers, *Parent Attitudes, *Parent Influence, *Peer Influence, Role Models, Self Concept, Sex Differences, *Sex Role, Sex Stereotypes, Socialization, *Student Attitudes, Toys

This study was designed to assess the relative importance of various factors influencing children's sex role orientations. A measure of sex role flexibility developed for this study and a self concept questionnaire were administered to 376 children in kindergarten and third grade. The children's parents were interviewed about sex role attitudes and socialization practices and were asked to fill out the Spence Attitudes Towards Women Scale and the Bem Sex Role Inventory for both themselves and their children. Results suggest that children begin elementary school with fairly stereotyped sex role orientations which become more traditional by the time children reach middle elementary school. Girls tend to be more flexible than boys in areas like occupational choices, but are less flexible in terms of personality traits and in their views about who should perform traditionally feminine-stereotyped activities. Older children perceived their parents as less traditional and exhibited more flexibility with regard to occupational choices. In most other respects, however, older children gave more traditional responses. Peer and media influences appear to be stronger correlates of sex role flexibility in children than perceived parental influences. Parents appeared to be less traditional than their children in overall orientations, with few differences obtained between mothers and fathers. Mothers tended to be somewhat more flexible in most areas, although fathers expressed more liberality in regard to mothers working. Parents of daughters were more flexible than parents of sons. There was a significant correlation between scores of parents and children. (JMB)

ED 179 309 PS 011 048

Newman, Lawrence S. Ramey, Craig T.

Maternal Attitudes and Child Development in High Risk Families.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date-79
Grant-NICHHD-5-P01-HD09130-05
Note-25p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Mothers, *Black Youth, Child Development, Comparative Analysis, Disadvantaged Youth, Early Childhood Education, Elementary School Students, Intelligence, Kindergarten Children, Models, *Mother Attitudes, Mothers, *Risk, *Self Concept

The purpose of this study is to understand how parental attitudes affect the development of children at risk for psychosocial retardation. The investigation employs measures of maternal attitudes toward self, toward parenting, toward the child, a measure of the quality of the home environment, and measures of children's self-concept, school achievement, and intelligence. The sample was composed of 28 high-risk and 31 low-risk kindergarten and first-grade children and their mothers. The high-risk group included only black children and the low-risk group was predominately white. A preliminary issue was the comparison of high-risk and low-risk children and their mothers on each of the measures employed. Of further interest were the relationships between maternal attitudes and child self-concept. No significant differences between the self-concept of low-risk and of high-risk children were found. There were significant differences between the self-esteem scores and perceptions of low- and high-risk mothers, however. The high-risk mother perceives her child to be more impulsive and less sociable than does the low-risk mother. This finding is consistent with previous comparisons of disadvantaged and middle-class parental self-perception. Figures showing how maternal attitudes relate to children's self-concept, intelligence, and school achievement are presented, first for combined groups and then for the high-risk group only. (Author/RH)

ED 179 351 SE 028 428

Landsey, Jacqueline L. And Others
Two Energy Gulfs, Grades 6-7. Interdisciplinary Student/Teacher Materials in Energy, the Environment, and the Economy.
National Science Teachers Association, Washington, D.C.
Spons Agency-Bureau of Intergovernmental and Institutional Relations (DOE), Washington, D.C. Office of Education, Business and Labor Affairs.
Report No.-HCP/U3841-03
Pub Date-Mar 79
Contract-EX-76-C-10-3841
Note-94p.
Available from-U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830 (no price quoted)
Pub Type- Collected Works - Serials (022) - Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Economics, Elementary School Science, *Energy, Environmental Education, Fuel Consumption, *Interdisciplinary Approach, *Intermediate Grades, Maps, Science Curriculum, *Science Instruction, *Social Studies, Worksheets

This text, which focuses on coastal oil production, the countries and the people involved, is designed for use in upper elementary science, social studies, or math courses concerned with energy-related topics. The first half of the text is the Teacher's Guide. It presents an overview of the main ideas for each lesson, strategies for implementation, objectives, materials, and answer keys to student worksheets. The second half is the Student's Guide, including maps, graphs, worksheets, vocabulary, and articles to read. The unit introduces the methods by which oil is extracted from the Persian Gulf region and the Gulf of Mexico region. Transportation by super tankers, energy needs of the people of both regions, and oil production is discussed. A comparative approach to the people of each region stresses the diversity of cultures and is intended to expand children's views of culture. The interdependence of people and energy is emphasized. (SA)

Register of Research in Education: Northern Ireland. Volume Four, 1975-78.

Northern Ireland Council for Educational Research, Belfast.
Pub Date-79
Note-157p.; For related documents, see ED 127 212-213
Available from-Research Unit, Northern Ireland Council for Educational Research, 52 Malone Road, Belfast BT9 5BS, Northern Ireland ($6.51 USA)
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracts, *Comparative Education, *Educational Research, Elementary Secondary Education, Foreign Countries, Higher Education, Research Projects, Universities
Identifiers-Northern Ireland

This publications contains lists and/or abstracts of 700 educational research articles, reports, and books produced in Northern Ireland. Most entries were produced from 1976 through 1978. Research topics focus on a variety of academic and educational theories, methods, curricula, and objectives for all levels of students in all types of educational institutions. The document is presented in four parts. Part I focuses on research at the University of Ulster. Part II reviews research at Queen's University, Belfast. Part III focuses on research completed at colleges of education (St. Joseph's, St. Mary's, and Stranmillis). Within each of these sections, doctoral dissertations and post-graduate studies are organized alphabetically by author according to schools and departments within the university or college. Information is presented on title, author, date, summary of research, and purpose (or degree) for which the research was undertaken. Research completed for bachelor's and master's degrees is listed alphabetically by author, with title and date included. Part IV presents abstracts of published materials. The document concludes with subject and author indexes. (DB)

ED 179 483 SO 012 212

Langeveld, Willem

Political Education for Teenagers: Aims, Content and Methods.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date-79

Note-78p.

Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, NY 10012 ($4.50)

Pub Type- Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Citizenship, Cultural Factors, Developed Nations, *Educational Needs, *Educational Objectives, *Educational Practice, Educational Responsibility, Educational Trends, Junior High School Students, *Political Science, *Political Socialization, Politics, Secondary Education, Social Influences, Social Studies, *Teenagers, Values

The problems, practices, objectives, and desirability of political education in the secondary school social studies curriculum is evaluated. The author suggests that political education should be a compulsory subject in junior and senior high schools. The document is presented in eight chapters. Chapter I explores the relationship between adolescents and politics, with emphasis on alienation in modern society, sex differences, and class structure. Chapter II defines socialization, authority, and indirect and direct political socialization. Chapter III focuses on theories and methods of political education and evaluates objectives for various age groups. Chapter IV evaluates the benefits of beginning political education at various ages and concludes that students begin to be receptive to political ideas at the age of 13. Chapter V identifies important components of a child's political socialization, particularly the family, school, peers, and the mass media. Chapter VI stresses the need for political education. Chapter VII discusses political education themes, including political conflict, human rights, political processes, and democratic values. The final chapter explores the importance of educational models and suggests approaches for presenting political education materials to students by grade level. A bibliography concludes the document. (DB)

ED 179 534 SP 015 184

Lezotte, Lawrence W.

Teacher Centers: The New Marketplace for Teacher Educators? A Resounding Maybe! Occasional Paper No. 23.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Jun 79

Contract-400-76-0073

Note-19p.; Paper presented at the Meeting of the American Educational Research Association, (San Francisco, CA, 1979)

Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.00)

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Coordination, Educational Research, Information Dissemination, *Inservice Teacher Education, *Interinstitutional Cooperation, *Research Utilization, Stress Variables, *Teacher Centers, *Teacher Educators

Identifiers-*Linking Agents, Teacher Educator Role

The point is made that teacher educators must not be categorically included or excluded from teacher center activities, but should be considered on the basis of their personal worth and their individual teaching and/or research competencies. Stronger links are needed between the educational research community, as well as the research on teaching community, and teacher centers. Individual teachers and teacher educators can provide the means for this critical cooperation. Although stress is likely to be encountered by teachers and particularly teacher educators attempting to assume the linking role, the transition is not only possible but is essential for the improved reception of educational research into the teaching community via the teacher center. (LH)

ED 179 402 SE 029 355

Science Objectives for the Third Assessment.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-OEC-0-74-0506
Note-68p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Affective Objectives, *Cognitive Objectives, *Educational Assessment, Elementary Secondary Education, Inquiry Training, Performance Criteria, Process Education, *Science Education, *Skill Development, Values
Identifiers-*National Assessment of Educational Progress

Presented is background information related to the third round of science assessment activities (1976-77) conducted by the National Assessment of Educational Progress (NAEP). Chapter one contains a description of the overall assessment plan, the general framework of objectives, criteria for selecting objectives, and procedures used for developing specific learner outcomes. Chapter two is focused on the cognitive domain while chapter three relates to attitudes, values, and experiences. Three appendices are included: (1) 1976-77 sample objectives, (2) a list of science consultants, and (3) objectives from cycles I and II. A short bibliography is included. (SA)

ED 179 578 TM 009 859

Cohen, Allan S., Comp.
Bibliography of Papers on Latent Trait Assessment.
Educational Testing Service, Evanston, Ill.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-2 Feb 79
Note-64p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attitude Tests, Computer Programs, Equated Scores, *Evaluation Methods, Factor Analysis, Goodness of Fit, Item Analysis, *Mathematical Models, *Measurement, Program Evaluation, Sampling, *Scores, Scoring, *Statistical Analysis, Technical Reports, Testing, Test Reliability, Tests
Identifiers-Computer Assisted Testing, Elementary Secondary Education Act Title I, *Latent Trait Theory, Rasch Model, Test Theory

This partially annotated bibliography of journal articles, dissertations, convention papers, research reports, and a few books and unpublished manuscripts provides a comprehensive coverage of work on latent trait theory and practice. Documents are arranged alphabetically by author. The period covered ranges from the early 1950's to the present. The bibliography was prepared to assist state and local education agencies make appropriate use of latent trait models in the evaluation of their Title I programs. (Author/CTM)

ED 179 679 UD 020 259

The Urban High School Reform Initiative: Final Report.

Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 79
Note-164p.; For related documents see UD 020 258-261
Pub Type- Reports - General (140)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Change Strategies, Decision Making, Educational Change, Educational Finance, *Educational Improvement, Federal Government, *Federal Legislation, *Government Role, School Community Relationship, Secondary Education, Urban Education, *Urban Schools
Identifiers-*Urban High School Reform Initiative

The Urban High School Reform Initiative was a Federal effort designed to review the educational and related needs of large city high school students, explore the Federal role in urban secondary education, and develop recommendations for a more effective Federal response to the continuing needs of these students and schools. This report contains the substance of the Initiative's work and includes data highlighting the particular needs and problems of students in large city secondary schools. Pilot outreach programs designed to test the feasibility of diversifying Federal efforts on behalf of these schools are briefly described. Five themes for the reform of urban secondary schools, including shared decision making, diverse learning environments, school-community development, school finance and red tape, and research and dissemination, are outlined. Recommendations are offered for consideration by the new Department of Education in order that its organization may be more responsive to urban needs. A bibliography is appended to the report. (Author/GC)

ED 179 271 JC 790 668

Gordon, Helen H.
A Comparison of Fragmented and Holistic Modes of Instruction in Remedial Writing Courses at Sacramento City College.
Pub Date-Apr 79
Note-97p.; Ed. D. Dissertation, Nova University
Pub Type- Dissertations/Theses (040)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Academic Achievement, Community Colleges, Composition (Literary), *Educational Alternatives, English, Error Analysis (Language), Grammar, *Junior Colleges, Learning Theories, Matched Groups, *Remedial Instruction, *Teaching Methods, Teaching Models, *Writing Skills
Identifiers-*Holistic Approach

A study of two groups of students at Sacramento City College (California) was undertaken in Fall, 1978, to determine whether the holistic approach to the teaching of basic writing (involving the techniques of free writing, writing from stimulus words, and controlled composition) could result in more significant gains in fluency and reduction of mechanical errors in students' writing than could the traditional, fragmented approach. Both groups, matched on the basis of the Task II placement test, high school English grades, high school grade point averages, age, and sex, were administered uniform writing tests before and after the semester. A single evaluator counted the words in each paper as a rough measure of fluency and tabulated errors according to 18 error categories. The significance of gain registered in a comparison of the two tests was determined by a jury of six English teachers. Among other findings, the study showed that the group taught with fragmental instruction experienced a 9.9% decrease in fluency and a 15.2% decrease in errors, while the group taught with holistic methods increased fluency by 17.5% and decreased errors by 42.9%. Data tables and a survey of relevant literature are included. (Author/JP)

ED 179 329 RC 011 691

Angus, Max And Others
Innovations in Rural Education: The Isolated Students Matriculation Scheme in Western Australia and the Chidley Educational Centre. Studies in Rural Education No. 3.
Western Australian Education Dept., Perth. Research Branch.
Pub Date-Aug 79
Note-46p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Correspondence Study, Curriculum Development, Home Study, Independent Study, Individual Instruction, Innovation, *Learning Disabilities, *Psychological Services, *Remedial Programs, *Rural Education, *Secondary Education, Tutorial Programs
Identifiers-*Australia (Western Australia), Chidley Educational Centre (Australia), Isolated Students Matriculation Scheme, *Isolation (Geographic)

The reports of two innovative approaches to overcoming education problems in the isolated, sparsely populated areas of Western Australia are presented. Established in 1974, the Isolated Students Matriculation Scheme has combined traditional forms of correspondence education with a curriculum development unit and the development of mechanisms to facilitate personal contact between students and tutors, as exemplified by the resident orientation camp in Perth. The courses in English, history, economics, human biology, mathematics, technical drawing, and art have been prepared to satisfy matriculation requirements. In the long term, these courses could also provide options for schools in larger population centers, making individualized study by senior students possible. The Chidley Education Centre, founded in 1976 in Perth, has provided residential remedial and psychological services for those rural children who develop acute learning problems because of their isolation. The involvement of parents has been an important function of the Centre as well as recent participation by local teachers and principals working to provide a smooth transition upon return to the home environment. (NEC)

ED 170 378 SE 028 872

Edsall, John T.

Scientific Freedom and Responsibility.

American Association for the Advancement of Science, Washington, D.C.

Pub Date-75

Note-62p.; Prepared through the Committee on Scientific Freedom and Responsibility

Available from-AAAS Publication Sales, Department O, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 (nonmembers $3.00, members $2.50)

Pub Type- Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Conduct, *Ethical Values, *Freedom of Speech, *Industry, Integrity, Role Perception, Scientific Manpower, *Scientific Personnel, Scientific Research, *Social Responsibility, Technology

This set of papers contains an examination of the issues that are increasingly confronting society as science and technology enter the social and ethical realm of concern. The conditions which are necessary for scientists and engineers to voice concerns to the general public are suggested. An appeal is made to government agencies, industrial organizations, and professional societies, to construct mechanisms for resolving disputes. (Author/SA)

ED 179 428 SO 012 018

Manna, Anthony

In Search of Ethnic Diversity: Multicultural Experiences Through Literature. A Mini-Course. Trainer's Manual.

Maine Univ., Farmington.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date-Jun 79

Contract-451AH60892; G007700127; G007700128

Note-75p.; Several non reproducible handouts were removed from the appendices; Not available from EDRS in paper copy due to light and broken ink throughout much of the original

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescent Literature, Booklists, *Childrens Literature, Cultural Awareness, Curriculum Development, Elementary Secondary Education, Ethnic Groups, Ethnicity, *Ethnic Studies, *Reading Material Selection

The document presents a minicourse exploring multiethnicity in children's books and literature, introducing book selection aids, and emphasizing procedures for incorporating ethnic literature into the regular curriculum. The objective is to familiarize upper elementary and junior high teachers with resources and materials appropriate for making students aware of the multiethnic characteristics of American society. Lesson plans are offered for eight lecture/discussion sessions and a field-based project requiring the design of a two-week literature unit which includes examples of ethnic literature. Topics are entitled Out of the Melting Pot and Toward Ethnic Diversity,'' Definition of Ethnic Literature,'' Values of Teaching Ethnic Literature,'' How to Judge a Book: Theory,'' How to Judge a Book: Practice,'' Selected Resources for Teaching Ethnic Studies,'' and Selected Models for Including Ethnic Literature in the Curriculum.'' Appendices include lists of book selection aids, resources for the adolescent, books about the black experience and the American Indian, ways to build appreciation and standards in literature, ways to analyze books for racism and sexism, studies of folk tales, how to judge a book, and two model unit plans for teaching literature. Transparencies and nonreproducible handouts from the appendices may be obtained from Dr. Manna at the University of Maine at Farmington. (CK)

ED 179 464 SO 012 171

The American Legal System: A Field Study Approach.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Pub Date-77
Note-69p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Opportunities, Community Resources, Educational Objectives, *Field Experience Programs, *Laws, Learning Activities, *Legal Education, Secondary Education, Skill Development

The document presents an outline for a high school legal education program which emphasizes field experiences. The program is called the American Legal System Satellite Center, and is designed to provide students with experiential knowledge of the functions, procedures, and facets of law; to expose them to a wide range of law-related career opportunities; and to develop social studies skills. The course is divided into ten units and covers topics such as the functions of law, structure of the legal system, courtroom procedure, the criminal justice system, sources of law, tort law, civil procedure, contracts and consumer law, family law, regulatory and beneficial law, and the limits of law. Each unit offers readings and references for both students and teachers; lists community resources such as courts, penal institutions, and law-making bodies; and suggests possible teaching and field activities using these resources. Some possible speakers and multimedia materials are listed. The final unit is a mock trial and contains all the material necessary for the activity. Appendices suggest internship opportunities, research projects utilizing community resources, worksheet/study guides, resources for speakers, legal services available in Milwaukee, bibliographies for students and teachers, and lists of law-related filmstrips and films. (CK)

Kuehl, Ray
A Taxonomy of Critical Tasks for Supervising Teachers (A Research Study).
Pub Date- 76
Note-63p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cooperating Teachers, Effective Teaching, *Helping Relationship, Skills, Student Teachers, Student Teaching, *Task Analysis, Teacher Attitudes, Teacher Behavior, *Teacher Characteristics, Teacher Education, Teacher Evaluation, Teacher Responsibility, Teacher Role

The survey reported in this document was designed to establish a consensus of opinion on the necessary educational competencies of a supervising teacher and to identify the critical tasks of such a teacher. The data were gathered from 786 respondents who were classified into five groups of school personnel: early childhood, elementary, and middle school supervising teachers and student teachers; secondary/postsecondary supervising teachers and student teachers; special education supervising teachers and student teachers; and elementary, secondary, and postsecondary principals, superintendents, and college/university supervisors. Results of this survey are presented in tabular form, and a copy of the questionnaire is appended. (JD)

McGuire, Christine H. And Others

The Traveler. Latent-Image Answer Booklet to Accompany Chapter 3 of Construction and Use of Written Simulations.

Singer - General Precision, Inc., Binghamton, N.Y. Link Div.

Pub Date-75
Note-20p.; For related document, see TM 009 785
Available from-Psychological Corporation, 757 Third Avenue, New York, NY (complete kit, including two pens, $19.75)
Pub Type- Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors-*Answer Sheets, *Autoinstructional Aids, Measurement Techniques, Simulation, Testing
Identifiers-*Latent Image Answer Booklets

This booklet contains the specially printed answer choices for a written simulation test that is contained in TM 009 785. Only the directions and the section and item numbers are visible until the test takers have indicated their choices. In this test, rather than choosing answers to a fixed set of questions, the test taker chooses questions from the test book so as to simulate the data gathering and decision process involved in diagnosing and resolving a complex problem. When the question is chosen, the test taker indicates the choice and discovers the answer by gently rubbing the special felt-tipped pen over the blank area to the right of the number corresponding to the item selected. In a few seconds, printed material (the latent-image) appears in that area to answer the question, give directions, on conclude the exercise. (CTM)

ED 179 509 TM 009 990

Tedesco, Lisa A. And Others

School and Classroom Procedures: A Secondary Analysis.

Pub Date-Apr 79

Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Educational Attitudes, Educational Economics, Educational Environment, *Educational Resources, Elementary Secondary Education, Experiential Learning, *Institutional Characteristics, Institutional Evaluation, Student Attitudes, Student Participation, *Success Factors, *Time Factors (Learning)

Identifiers-Aptitude Treatment Interaction, *International Assn Evaluation Educ Achievement

The conclusions are reported of a survey of aspects of school and classroom environment and their effects on student achievement as these effects were indicated by data from the International Association for the Evaluation of Educational Achievement (IEA) study of schools in the United States. Only the resource levels and activities generally available in the school as a whole could be investigated. Subjects were 10 or 14 years old or were high school seniors. No association was found between achievement levels and either hours of school per week or weeks of school per year; but hours in specific subject areas had consistent positive relationships with achievement and often with positive attitudes in those areas. There appeared to be threshold levels of resources below which adequate school achievement could not be accomplished; but schools with high resource levels exhibited a full range, low through high, of achievement. The relationships between achievement and student activity or participation, degree of structure, and amount of evaluation activity in the schools were complex. (Author/CTM)

ED 179 619 UD 019 873

Agbayani, Amefil

Political Definitions in Research and Educational Programs That Affect Immigrant Children in Hawaii.

Pub Date-Apr 79

Note-12p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979); Not available in paper copy due to reproduction quality of original document

Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Acculturation, Asian Americans, Cultural Awareness, Curriculum Development, *Educational Objectives, *Educational Problems, *Educational Programs, Elementary Secondary Education, Ethnic Groups, *Immigrants, *Minority Group Children, *Multicultural Education, Non English Speaking, Political Socialization, Public Schools, Social Values

Identifiers-*Hawaii

In this review of studies and programs relating to immigrant children enrolled in public schools in Hawaii, it is suggested that ways in which immigrant children are described has political significance and evaluative implications. Four problems facing immigrant youth were identified by the Hawaii Department of Education. The major problem was described as English language deficiencies.'' It is noted that if this description were rephrased, very different programs and explanations would emerge. For example, the problem might be described as lack of appreciation of the language of immigrant children.'' The studies reported suggest that the way problems are identified by the Hawaii Department of Education, and the kinds of programs made available, imply that immigrant children should adjust to the existing school setting. The author argues that alternative values or goals such as cultural and language pluralism, role diversity, sociability, equal opportunity and critical skills would call for a different set of school programs and practices. The types of problems identified from the perspective of these alternative values would be very different from the problems now identified. (Author/PMR)

ED 179 639 UD 019 968

Jo, Moon H.

The Psychological and Cultural Aspects of Ethnic Politics: The Case of the Japanese and Chinese Americans.

Pub Date-Oct 79
Note-23p.; Not available in paper copy due to reproduction quality of original document; Paper presented at the National Conference on the Third World (3rd, Omaha, NE, October 24-27, 1979)
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Activism, Adjustment (to Environment), *Chinese Americans, Cultural Differences, *Ethnic Stereotypes, Group Behavior, *Immigrants, *Japanese Americans, Majority Attitudes, *Social Discrimination, United States History

Chinese immigration to the United States, which began around 1850, sparked strong anti-Asian sentiment and legal and economic restrictions upon these immigrants. Although some Chinese organizations helped immigrants, the overall response of the Chinese to systematic oppression was one of meekness and compliance. The Japanese began to immigrate to the U.S. in the 1890s, succeeding the Chinese as laborers and inheriting much of the discrimination originally directed against them. Though they showed some resistance to policies directed against them, for the most part the Japanese also endured their oppression without overt protest. The reaction of these Asian Americans is puzzling to social scientists, but there are cultural explanations for their attitudes. Filial piety, obedience to authority, family responsibility, and suppression of emotions and aggressiveness are aspects of Chinese and Japanese culture which made it less likely that these groups would challenge oppression. In addition, psychological factors related to their immigration experiences have contributed to their tendency to keep a low profile. This history of discrimination and data on current income and employment opportunities belie the successful minority group'' myth often propounded in regard to Japanese and Chinese Americans. Asians are now beginning to identify with other oppressed minorities, challenging social injustices and demanding more participation in the society at all levels. (Author/GC)

ED 179 050 UD 019 998

Asian American Curriculum Guide: Secondary.
Saint Paul Public Schools, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Note-231p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 019 997 and UD 019 999
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - *MF01 Plus Postage. PC Not Available from EDRS.*
Descriptors-Asian Americans, Behavioral Objectives, Chinese Americans, *Cross Cultural Studies, Cultural Differences, *Curriculum Guides, *Ethnic Stereotypes, Filipino Americans, Hawaiians, High School Students, *Indochinese, Japanese Americans, Junior High School Students, Korean Americans, Lesson Plans, *Resource Materials, Secondary Education, Teaching Guides

Created as part of an in-service teacher education workshop, this guide for a secondary school Asian American curriculum is divided into a section for junior high students and a section for senior high students. In each section, the same pattern is followed. Lesson plans are arranged by subject and grade and are followed by student worksheets when they are needed for the lesson. All lessons are structured to include a title, key concepts, generalizations, behavioral objectives, teaching procedures, evaluative procedures, and resources and materials. Lessons are designed to be used in subject fields such as social studies, reading, and home economics. Topics covered in lessons include stereotyping, holidays, food, stories, historical facts, and values. A section on supplementary materials includes resources for studying the Indochinese. These resources include reprints of newspaper stories about the refugees and the boat people. An annotated bibliography of print and non-print materials about Asian Americans is also included. (Author/PMR)

ED 170 310 PS 011 049

Milar, Christopher R. Schroeder, Carolyn S.

A Model for Early Intervention in Maladaptive Mother-Child Dyads.

Spons Agency-Public Health Service (DHEW), Washington, D.C.
Pub Date-Sep 79
Grant-NIEHS-ES-01104; Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Problems, Behavior Rating Scales, Child Rearing, *Discipline Problems, *Intervention, Negative Attitudes, Observation, *Parent Child Relationship, *Parent Counseling, Parent Education

This conference presentation describes a six-week intervention training program for parents with children who exhibit negative behavior (noncompliance, temper tantrums, whining). The focus of the program is to increase positive parent-child interaction, as well as to teach parents how to make and follow through on commands to their children. Children who are considered for intervention by the program are evaluated using the Eyberg Child Behavior Inventory, a temperament questionnaire developed by Thocas and Chess, and observational data. In addition, parent-child interaction is observed in a free-play situation, and in a parent-directed play situation. The first phase of the program teaches the parent to attend to and praise their child's appropriate behavior and to eliminate questions and commands. The second phase centers on training the parents to control their child by giving clear, direct commands, warning the child as to the consequences of noncompliance, and using time-out procedures on noncompliance. Data is presented on the effectiveness of the program with six preschool children. For four of the six children there was a reduction in the number and intensity of problem behaviors. (Author/SS)

ED 179 403 SE 029 359

The State of School Science: A Review of the Teaching of Mathematics, Science and Social Studies in American Schools, and Recommendations for Improvements.

National Academy of Sciences - National Research Council, Washington, D.C. Commission on Human Resources.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jun 79
Contract-NSF-310
Note-93p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Case Studies, *Educational Research, Elementary School Curriculum, *Elementary Secondary Education, Higher Education, Instruction, *Literature Reviews, Mathematics Education, *National Surveys, Science Education, Social Studies, Teacher Education
Identifiers-*National Science Foundation

Reported is a review, conducted by an ad hoc Panel on School Science appointed by the National Research Council's Commission on Human Resources, of the three large-scale studies funded by the National Science Foundation and focused on science, mathematics, and social science education. The studies involved a literature review for 1955-1975, a national survey, and a series of case studies of the public schools. Following an introductory section, this document contains three chapters in which the three NSF studies are reviewed and compared relative to three questions: (1) What emphasis do science, mathematics, and social studies receive in the curriculum of the elementary schools; (2) What constitutes the curriculum in science, mathematics, and social studies in the nation's secondary schools; and (3) What factors currently appear to be adversely affecting the quality of pre-college instruction in science, mathematics, and social studies? The remainder of the document is an elaboration of six recommendations from the Panel. A summary and list of references are also included. (PB)

ED 179 445 SO 012 145

McPherson, Kathleen Morrow

The Development and Testing of a Shop-Lifting Curriculum for Secondary School Students.

Pub Date-79
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavioral Science Research, Change Agents, *Consumer Education, Curriculum Development, High School Students, Law Enforcement, Moral Issues, Secondary Education, Socially Deviant Behavior, *Social Studies Units, *Stealing, *Student Attitudes, Values
Identifiers-*Shoplifting

Effects of a high school social studies unit on student knowledge of and attitudes toward shoplifting are studied. The hypothesis was that a unit which imparted up to date information about shoplifting and its consequences could affect a change in student knowledge and attitudes. The unit was pilot tested with 197 high school students. Student responses on content and attitude tests before and after participation were compared with responses of 179 students in control classes. The unit emphasized general information about shoplifting and shoplifters, consideration of whether shoplifting is right or wrong, and an overview of legal procedures and possible consequences of shoplifting. Statistical analysis of pre- and posttest scores of students in experimental and control groups indicated that students receiving instruction about shoplifting knew considerably more about shoplifting and its consequences. Findings also indicated, however, that there was no statistically significant attitude change regarding shoplifting among students who had participated in the unit. (DB)

ED 179 484 SO 012 213

Saad, Geti, Comp.

Selected Bibliography of Educational Materials in Pakistan. Vol. 12, No. 2, 1978, Period Covered April - June 1978.

National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-TT-78-53391/2

Pub Date-78

Note-49p.; Not available from EDRS in paper copy due to light and broken print type of original; For a related document, see ED 160 524

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education, Childrens Books, *Comparative Education, Curriculum, *Developing Nations, Educational Administration, *Educational Development, Educational Objectives, Educational Philosophy, Educational Trends, Elementary Secondary Education, *Foreign Countries, Higher Education, Instructional Materials, Language Instruction, Libraries, Medical Education, Teaching Methods, Womens Education

Identifiers-Pakistan

This annotated bibliography lists 92 entries of selected educational materials published in Pakistan during the period April through June 1978. Pakistani journals, newspapers, and government publications provide the source of the materials. They are organized into 20 categories: administration, organization and financing of education; agricultural education; curriculum; educational goals; educational planning; educational reforms; elementary and secondary education; examinations; higher education; language teaching; libraries; medical education; philosophy of education; students' problems; teacher education; teachers; teaching methods and media; women's education; general; and literature for children. An index to authors of the materials concludes the document. (DB)

ED 179 579 TM 009 861

Williams, E. Belvin

Ability Testing and Affirmative Action: Some Theoretical and Practical Considerations.

Pub Date-May 79
Note-34p.; Paper presented at the annual meeting of the American Psychiatric Association (Chicago, IL, May 14-18, 1979)
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Ability Identification, Achievement Tests, Aptitude Tests, *Competitive Selection, *Culture Free Tests, Decision Making, Educational Testing, Measurement Goals, *Occupational Tests, Personnel Selection, Racial Differences, Socioeconomic Influences, *Test Bias, *Testing Problems, Test Interpretation, Test Validity

Issues related to ability testing and affirmative action are discussed, including the fair use of tests in academic and occupational selection, the effects of testing upon the tested individual, and implications of the issues for the major participants. Types and functions of ability tests, both aptitude and achievement, are described. Studies of test fairness or bias or adverse impact are cited, generally indicating similar patterns of prediction for various ethnic and socioeconomic groups, in spite of differences in mean scores. A number of different models of fair selection are contrasted. The use of test scores by institutions to make decisions about individuals is discussed and contrasted with the possibility of the use of test scores by individuals for the enhancement of self understanding and self respect. The implications of the use of these selection instruments and selection procedures are discussed as they refer to the test maker, the test user, and the test taker. (CTM)

Meinke, James D. Kennedy, Beth A.

The Effect of Lake Erie on Ohio's Temperature, Student Guide and Teacher Guide. OEAGLS Investigation 1.

Ohio State Univ., Columbus. Research Foundation.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
Pub Date-Feb 79
Grant-NOAA-04-8-M-01-170; Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Earth Science, Elementary School Science, Environmental Education, *Instructional Materials, Lesson Plans, *Oceanology, *Science Activities, *Science Course Improvement Project, Science Curriculum, Science Education, Science Instruction, Secondary School Science, Worksheets
Identifiers-*Oceanic Education Activ for Great Lakes Schools, Ohio Sea Grant

This guidebook for teachers is accompanied by a student workbook. The investigations are intended to offer students an opportunity to learn about the absorption and release of heat energy and its effects on the Earth's atmosphere. The influence of Lake Erie on Ohio's temperature is related to the other investigations. Illustrations, maps, and graphs accompany the written material. (SA)

ED 179 377 SE 029 047

Harris, N. D. C.

The Effects of Microprocessors on Industry, Society and Employment: A Meeting of the Frontier Group on Strategies for Change in a Technological Society (Bath, England, March 13, 1979).

Bath Univ., (England). Science and Technology Education Centre.

Pub Date-79

Note-17p.; Not available in hard copy due to copyright restrictions

Available from-Science & Technology Education Centre, University of Bath, Claverton Down, Bath, United Kingdom BA2 7AY (1 pound)

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Change Agents, Change Strategies, *Electronics, Employment Opportunities, Industrial Technology, Science Education, Sciences, *Social Change, *Technological Advancement, *Technology

Discussed are the multiple impacts of microelectronics on society. Included are discussions of the problem of predicting effects, difficulty of exploiting new technology, manpower consequences, and needs within the United Kingdom relating to microprocessors. (RE)

ED 179 535 SP 015 186

Ayers, Jerry B.

Tennessee Technological University Teacher Evaluation Model Year VI. Study of the Teacher Preparation Programs of Tennessee Technological University. Report 79-2.

Tennessee Technological Univ., Cookeville. Coll. of Education.
Pub Date-Aug 79
Note-76p.; Tables 6-7 marginally legible
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Effective Teaching, Followup Studies, *Longitudinal Studies, *Program Effectiveness, *Program Evaluation, Relevance (Education), *Research Methodology, Research Tools, *Teacher Education
Identifiers-Tennessee Technological University

This report summarizes the sixth year of a longitudinal study of the graduates of the Tennessee Technological University's teacher education program. The procedures and methodology of the research model developed by the University are explained, and data for 1978 graduates are presented, analyzed, and compared with data from all first-year graduates from 1974-1977. A comparison of two select groups of teachers across a five-year period, based on principal evaluation, student evaluation, and observational techniques, is presented. Normative information pertinent to the findings of this in-progress research is discussed. An appendix of reports and studies related to the University's teacher education programs is included. (LH)

ED 179 080 UD 020 260

Burns, Thomas J. And Others

The Urban High School Reform Initiative; Federal Education Law and Urban Secondary School Reform: A Legislative Analysis. Volume I: Reform Recommendations.

Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-526p.; For related documents see UD 020 258-261

Pub Type- Reports - Evaluative (142) - Non-Print Media (100) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors-*Change Strategies, Decision Making, *Educational Change, Educational Finance, Educational Improvement, *Federal Legislation, *Federal Programs, Information Dissemination, Professional Development, Program Development, School Community Relationship, School District Autonomy, Secondary Education, State Action, *Urban Schools

Identifiers-*Urban High School Reform Initiative

The Urban High School Reform Initiative was a Federal effort designed to review the educational and related needs of large city high school students, explore the Federal role in urban secondary education, and develop recommendations to enhance this role. This volume, directed primarily to secondary school practitioners and other local agency educators, indexes major strategies emanating from the Initiative's conferences and relates these strategies to existing Federal legislation. Several themes for school improvement are considered. The first, shared decision making, is discussed in terms of school site councils and budgeting. The second, diverse learning environments, is explored in relation to both educational program and professional development. A discussion of the third theme, school-community development, focuses on the strategies of networking and on the coordination of Federally mandated youth services. Ways that school financing can be equalized and paper work reduced are emphasized in the consideration of a fourth theme, school finance and red tape. Finally, the issue of research and dissemination is examined. For each theme, relevant legislation is listed. Each law is evaluated in terms of whether it permits or encourages reform activity, whether reform is under State or local option, and at which governmental level key decisions are likely to be made. (GC)

Jones, Stephen
Developmental Education Student Characteristics, 1977-1978.
Lorain County Community Coll., Elyria, Ohio.; Ohio Board of Regents, Columbus.
Pub Date- 78
Note-41p.; Prepared in collaboration with the Ohio Council fc: Inter-Institutional Research; Some small print
Pub Type- Reports - General (140) - Tests/Questionnaires (160) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges, *Developmental Programs, Educational History, Educational Needs, Financial Support, Full State Funding, *Junior Colleges, Junior College Students, *Nontraditional Students, Open Enrollment, Program Effectiveness, *Remedial Programs, State Surveys, *Student Characteristics
Identifiers-*Ohio, Student Objectives

The increased number of nontraditional students in Ohio and a growing awareness of their needs have led to the recognition that developmental programs attempt to improve attitudes and skills for their own merit and are not necessarily remedial preparation for other courses. First used in the 1890's to narrow educational differences between classes, and later implemented for those studying on the GI Bill, developmental programs now provide a means for community colleges to serve all citizens, including those for whom traditional programs are inadequate. Recognizing the needs of these students, the Ohio Board of Regents began allotting funds in 1968 for the improvement of secondary school teachers and later shifted this funding to remedial programs at the college level. A 1977-78 survey that profiled 3,600 students in developmental programs indicated that only half were of the traditional college age; the longer students had been out of school, the more likely they were to attend college to improve their self-image; and there was no significant demographic difference between developmental students and college students in general. The positive effect of developmental education, as evidenced in numerous follow-up studies, justifies its continued funding. Survey findings and the questionnaire are appended. (JP)

ED 179 201 PS 011 024

DeLoache, Judy S.
Studies of Memory and Metamemory in Toddlers.
Pub Date- 79
Note-9p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences, *Infants, *Logical Thinking, *Memory, *Preschool Children, *Problem Solving, Research Methodology
Identifiers-*Metacognition, *Metamemory

Three studies investigating the emergence and early refinement of intelligent self-correction are described. Forty-one children ranging in age from 18 to 30 months served as subjects. Parents taught their children a hide-and-seek game in which the parent hid a toy in natural locations in the home while the child watched. After a 3- or 5-minute interval, the child was allowed to retrieve the hidden toy. In all three studies the children's baseline performance was excellent, with older children (25-30 months) generally doing somewhat better than younger ones (18-24 months). Certain mothers made five additional observations of their own children: two after 30-minute intervals, two after 60-minute intervals, and one after an overnight interval. The children found their toys with no errors on 88% of the trials after a 30-minute delay, 69% of the trials after an hour, and 77% of the trials after the overnight interval. In order to assess how certain the subjects were of their own memory, each subject received two surprise trials in which the toy was hidden as usual but was surreptitiously moved by the experimenter while the child was out of the room. Results showed that both the younger and the older children seemed certain of their memory for the correct location, but that they differed in their ability to re-evaluate the situation after failing to find the toy and in their flexibility in initiating alternative actions. The examples of logical searching on the part of the older children were interpreted as the exercise of a self-regulatory skill the thoughtful correction of errors. (JMB)

ED 179 330 RC 011 699

Knowlton, Clark S.

Some Demographic, Economic, and Educational Considerations on Mexican American Youth.

Pub Date-28 Mar 79

Note-22p.; Paper presented at the Southwestern Sociological Association Meetings (Fort Worth, TX, March 28-31, 1979)

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, Academic Aspiration, Aspiration, *Census Figures, Cultural Factors, *Demography, Educational Problems, *Educational Status Comparison, Employment Statistics, Income, *Mexican Americans, Minority Groups, *Socioeconomic Status, Spanish Americans, *Youth

Identifiers-*United States (Southwest)

Recent studies of Mexican American youth in the Southwest show that they possess high aspirations for education and employment; like their Anglo counterparts, they want to finish high school and obtain academic or technical training that will provide a job with adequate salary and security. In contrast to these high aspirations, the 1977 census publication shows that the Mexican American population is poorer and less educated than Americans of non-Spanish origin. Almost 13% of the Mexican American families existed on incomes below $4,000, compared to 6.6% of non-Spanish origin families. Although discrimination contributes to the substantial wage differences between Mexican Americans and whites, low educational attainment is also a factor. In the Southwest, only 60.3% of the Mexican American youth graduate from high school, compared to 66.8% of the Blacks and 86% of the Anglo Americans. Low educational attainment persists in spite of millions of federal dollars spend on special programs to improve the education of Mexican American children. Many argue that southwestern school systems will continue to fail the Mexican American as long as the total socio-cultural environment rejects the Mexican American child, his language, and his culture. (JH)

ED 179 465 SO 012 172

Piper, Kevin
Curriculum Style and Social Learning. ACER Research Monograph No. 4.
Australian Council for Educational Research, Hawthorn.
Spons Agency-Australian Education Research and Development Committee, Canberra.
Pub Date-79
Note-164p.
Available from-Australian Council for Educational Research Limited, Frederick Street, Hawthorn, Victoria 3122 ($10.00)
Pub Type- Reports - Research (143) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Attitudes, Case Studies, Comparative Education, *Curriculum, Curriculum Design, *Curriculum Research, Educational Practice, Educational Research, Foreign Countries, Research Methodology, Secondary Education, Socialization, *Social Science Research, *Social Studies, *Teaching Styles, Typology
Identifiers-Australia

The report investigates current practices and attitudes toward social education in twenty schools in Australia. Three different aspects of the curriculum the ideal, the planned, and the operative are reflected from viewpoints of the teacher, the student, and the outside observer. Particular attention is paid to the implications of the curriculum for the students' ability to function effectively in today's society. A secondary objective was to develop, test, and refine a typology based on curriculum style. Using both qualitative and quantitative methods, a variety of data gathering techniques were used, including questionnaires, Q-sort, interviews, attitude measures, and content analysis. The report is presented in four sections. Section I outlines the background and provides an overview of curriculum study and the basic typology developed from it. Section II examines the relationship between curriculum style and the kind of social education that students receive. Section III extends and refines the typology on the basis of evidence collected during the study. Section IV summarizes findings including a high level of agreement between teachers and students, style types, and schools on the ideal curriculum in social learning, less marked agreement on the planned curriculum; and differences in perceptions of the operative curriculum. The typology of curriculum style was extended from three to nine style types. Three working hypotheses were found: that these curriculum style types will be found in other social education programs, that their characteristics will be similar, and that they will have similar implications to those evident in the case study schools. Recommendations include a further testing of the hypotheses in a wider variety of school and curriculum situations and a further exploration of the characteristics and determinants of curriculum style. (Author/CK)

D'Oyley, Vincent, Ed. Murray, Reginald, Ed.

Development and Disillusion in Third World Education With Emphasis on Jamaica. Symposium Series/10.

Ontario Inst. for Studies in Education, Toronto.

Pub Date-79

Note-190p.

Available from-Ontario Institute for Studies in Education, Publication Division, 252 Bloor St. West, Toronto, Ontario, Canada M5S 1V6 ($6.75)

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Agricultural Education, *Developing Nations, *Educational History, *Educational Planning, *Management Development, Secondary Education, *Social Change, Teacher Education, Teacher Salaries, Teaching Methods, Vocational Education

Identifiers-British Guiana, Ghana, Guyana, Jamaica

The development of four core aspects of education in Jamaica are traced and comparison is made with development in Guyana, British Guiana, and Ghana. Teacher training, skill training, the foundations, and later development of secondary education and the management of education are examined. The articles in this collection discuss the impact of colonial legacy and problems faced by emerging nations in the development of an educational system. (JD)

ED 179 550 TM 009 789

Hertzog, James F., Comp. Seiverling, Richard F., Comp.
Manual for Interpreting Secondary School Reports. Educational Quality Assessment.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.
Pub Date-79
Note-104p.; For related documents, see TM 009 790-791; Some tables marginally legible
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Affective Objectives, Cognitive Objectives, Criterion Referenced Tests, *Educational Assessment, *Educational Objectives, Grade 11, Item Analysis, Norm Referenced Tests, Norms, Scores, Senior High Schools, *State Programs, Statistical Surveys, *Testing Programs, *Test Interpretation, *Test Results
Identifiers-Pennsylvania, *Pennsylvania Educational Quality Assessment

This manual is designed to accompany reports prepared by the Pennsylvania Department of Education for the 505 school districts in that state, summarizing results of the Educational Quality Assessment. The normative sample is described as being stratified on two dimensions: district enrollment and wealth. Administrative procedures are summarized. Ten goals of education are listed, including both cognitive and attitudinal goals. A table summarizes the test and questionnaires used to assess accomplishment of these goals. Correlations are presented among these measures for the grade 11 normative sample. Percentile scores for schools are explained and a raw score conversion table is given for each measure; predicted score ranges for schools are based on 35 variables that are used to help interpret score reports. There is a brief discussion of the differences between norm referenced and criterion referenced score interpretation. Item response data are explained and presented for the state norms group. An anonymous but authentic school report is presented as an example. The appendix includes a copy of the teacher questionnaire, tips for working with the news media, and a figure showing the normal curve and percentile equivalents. (CTM)

ED 179 640 UD 019 969

Kimsey, Peggy Poling Peynter, Mary Ann
Family Economic Issues & Public Policy.
Kentucky Univ., Lexington. Coll. of Home Economics.
Pub Date-Apr 79
Note-131p.
Available from-College of Home Economics Development Fund, Erickson Hall, University of Kentucky, Lexington, KY 40506 ($5.00)
Pub Type- Guides - General (050) - Information Analyses (070)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Course Descriptions, Education, Employment, Energy Conservation, Family Income, *Family Life, Family Planning, Federal Government, Higher Education, *Home Economics, *Home Economics Teachers, Housing, *Participation, *Political Issues, *Public Policy, Social Welfare, Taxes
Identifiers-*Home Economists, Kentucky

Emerging from two graduate seminars designed to increase the involvement of home economists in public policy, this publication includes course outlines, models, and papers on selected issues concerning family-related government policy. The structure and requirements of the two seminars, held in 1978 at the University of Kentucky, are described. A number of concerns which Kentucky home economists defined as the most important foci of their profession are listed, including: (1) education and media; (2) health, welfare and development of human capital; (3) family planning; (4) income and employment; (5) taxation; (6) housing; (7) energy resources; and (8) knowledge available to families. Models for increasing the political participation of home economists, for developing public policies related to families, and for evaluating family-related policy are presented. In addition, brief papers are included on the following issues: (1) government subsidization of programs to alleviate child abuse; (2) responsibility for financial support of children with divorced parents; (3) the use of Federal Medicaid funds for abortion; (4) the role of marital status in determining income taxes; (5) the encouragement of intentional communities; (6) the implications of energy conservation on industrial growth and family life; (7) Federal tax credits for energy-saving home improvements; and (8) mandatory retirement. Finally, seminar participants are listed and a bibliography of resources is provided. (GC)

ED 179 660 UD 019 999

Asian American Curriculum Guide: Elementary.

Saint Paul Public Schools, Minn.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 79
Note-91p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 019 997-998
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Asian Americans, Behavioral Objectives, Childrens Games, Chinese Americans, *Cross Cultural Studies, Cultural Differences, *Curriculum Guides, Elementary Education, *Elementary School Students, *Ethnic Stereotypes, Filipino Americans, Hawaiians, Japanese Americans, Korean Americans, Lesson Plans, *Resource Materials, Teaching Guides

Designed to meet the need for elementary school students to understand the status, needs, and contributions of Asian Americans, this curriculum guide was developed as a result of an in-service teacher education workshop. The basic premise of the guide is the recognition that student awareness and understanding of Asian Americans should be developed through integrating an Asian American curriculum into ongoing curricula. Lesson plans for the guide are arranged in grade level order from kindergarten through sixth grade with one lesson for grades five through nine. Lessons are included for subjects such as social studies, music, math, reading, and language arts. All lessons follow the same format, with a title, key concepts, generalizations, behavioral objectives, teaching procedures, evaluative procedures, and resources and materials. Worksheets follow each lesson when needed. Supplementary materials provide additional information on specific aspects of the Asian American heritage. These materials include games and an annotated bibliography of print and non-print materials. (Author/PMR)

ED 179 378 SE 029 048

Scott, Jean Lloyd, Gerald

An Evaluation of the Use by Teachers of British Petroleum's Multi-Media Resource Pack, A North Sea Adventure.

Bath Univ., (England). Science and Technology Education Centre.

Pub Date-79

Note-54p.; Not available in hard copy due to copyright restrictions

Available from-Science & Technology Education Centre, University of Bath, Claverton Down, Bath, United Kingdom BA2 7AY (3 pounds)

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Resources, *Environment, *Environmental Education, Fuels, *Natural Resources, *Oceanology, *Petroleum Industry, Science Education, Water Resources

Presented is an evaluation of a multi-media resource pack, available from British Petroleum Corporation, which details the discovery and extraction of North Sea oil. The evaluation presented includes three thrusts: (1) a determination of the areas where the packs were distributed; (2) personal interviews with teachers who had used the packs, and (3) a postal questionnaire mailed to 200 schools to collect information on use and success of the packs. (RE)

ED 170 427 SO 012 061

Carnoy, Martin West, E. G.
A Tandem Paper Class, Schooling, and Production: A Dynamic Model of Occupational Socialization Center for Independent Education, Menlo Park, Calif.
Pub Date- 76
Note-62p.; Papers presented at the Center for Independent Education and Liberty Fund Conference on The Ideology of Public Schooling'' (November, 1975)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Capitalism, Comparative Analysis, Conceptual Schemes, *Economic Factors, Elementary Secondary Education, Higher Education, *Models, Productivity, *Public Education, Relationship, School Role, Social Change, Social Class, Socialization, *Social Structure, Trend Analysis

This document comprises two papers. The first, by Professor Martin Carnoy of Stanford University, provides a dialectical view of the socialization functions of schooling. In the first part of his paper, Carnoy relates how the dialectical model best explains the historical mechanisms by which the socialization functions of schooling developed, and the particular role of schooling in serving the capitalist social order. The dialectical model is based on three variables: the basis of organization of the economy, the structure of labor markets resulting from that organization, and the correspondence between institutions of socialization and the economic and social needs of society. The bulk of Carnoy's long paper explores the objectives of capitalist production and their relationship to social class differences and conflicts. The second paper is by Professor E. G. West of Carleton University in Ottawa, Canada. He briefly questions the statistical proofs and reasoning processes by which Neo-Marxists conclude that the capitalist class dominates society and manipulates the public schools. (Author/AV)

ED 179 580 TM 009 862

Rayder, Nicholas F. Body, Bart

The Educational Forces Inventory: A New Technique for Measuring Influences on the Classroom.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Pub Date-24 Mar 75
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Affective Tests, Community Characteristics, *Educational Environment, Effective Teaching, Elementary School Teachers, *Environmental Influences, *Force Field Analysis, *Measurement Techniques, Paraprofessional School Personnel, Primary Education, Public School Teachers, School Environment, Teacher Administrator Relationship, *Teacher Morale, Teaching Conditions, *Test Validity
Identifiers-*Educational Forces Inventory, Purdue Teacher Opinionaire

The Educational Forces Inventory (EFI) charts the relative influence of 13 factors on teacher morale and classroom effectiveness. Ten general factors are: school principal; central office administrative personnel; other teachers in the school; parents; prescribed curriculum; testing programs; state legislation; physical facilities; community social environment; and curriculum personnel. Three components applicable to this sample Project Follow Through teachers are: program director, program advisor, and other adults in the classroom. Several hundred Follow Through teachers and teaching assistants in grades K-3 participated in a field test of the instrument, with concurrent administration of the Purdue Teacher Opinionaire (PTO). They characterized each force along two dimensions: the amount of influence it exerts upon the classroom process, and the degree to which this influence is positive or negative. The data indicated test validity: the pattern of importance ratings corresponded to independently assessed patterns of physical and social distance; the positive ratings for particular forces correlated substantially with corresponding subscores of the PTO; and the pattern of responses reflected aspects of internal consistency. Some ways of utilizing EFI data are: plotting and interpreting two-dimensional force fields, using them in program implementation, and facilitating the work of the teacher in the classroom. (Author/MH)

ED 179 600 TM 009 991

Echternacht, Gary
The Norm Referenced Evaluation Model and the Regression Effect.

Pub Date-Apr 79
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains, Comparative Statistics, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Mathematical Models, National Norms, Norm Referenced Tests, Post Testing, Pretesting, Standard Error of Measurement, Statistical Analysis, *Statistical Bias
Identifiers-Elementary Secondary Education Act Title I, *Regression (Statistical), *RMC Models

The role that measurement error plays in the regression effect is discussed with particular reference to the RMC models for evaluating the effects of Elementary Secondary Education Act Title I programs. The norm referenced evaluation model assumes a theory of growth where the relative ranking of students remains the same from pretest to posttest in the absence of any supplementary treatment (the equipercentile growth assumption). However, if the pretest is used to select low scoring candidates for Title I programs, there is certain to be a preponderance of negative errors among these scores, so that any unbiased posttest is certain to indicate growth even in the absence of any treatment. However, it is recommended that Title I programs use three tests: a selection test, an independent pretest for the selected group, and a posttest. A regression problem remains, however, if the correlation between the selection test and the pretest is not the same as the correlation between the selection test and the posttest. (Author/CTM)

ED 179 620 UD 019 874

Agbayani, Amefil

Bilingual Education and Public Policy in Hawaii: Historical and Current Issues.

Pub Date-Apr 79
Note-12p.; Paper presented at the National Association for Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979); Not available in paper copy due to reproduction quality of original document; Tables may be marginally legible
Pub Type- Historical Materials (060) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Asian Americans, *Bilingual Education, *Educational History, *Educational Policy, Elementary Secondary Education, *Immigrants, *Language Attitudes, Majority Attitudes, Pidgins, *Public Policy
Identifiers-*Hawaii

Hawaii's history of immigration, language policy, and education are directly related to the issue of bilingual education in its schools today. Beginning with missionary contact, English became the dominant language of the islands, in terms of official policy if not in terms of numerical superiority of English speakers. Until World War II, there existed English language ``standard'' schools, ``nonstandard'' schools (which the white community called ``pidgin'' schools), and Japanese and Chinese language schools. However, with the war came pressures for the abandonment of any ``non-American'' characteristics, such as foreign languages. After the war, segregated schools ceased to exist. Since Statehood (1959), Hawaii has been concerned with meeting national achievement standards. Thus, although immigrants continue to flow into the State at the rate of 7,000 per year (2,000 of these of school age), Hawaii lags far behind other States in its application for Federal bilingual funds. One of the major reasons for this is the attitude against the use of languages other than standard English which prevails among much of the population. A further barrier to the acceptance of bilingual education is the under-representation of particular minority groups (i.e., Filipino and Hawaiian) in the Department of Education. In a State in which competition for jobs is fierce, language will thus continue to be an important factor in determining economic opportunity. (GC)

ED 179 311 PS 011 050

Harder, David W.

Child Egocentrism and Parent Psychopathology in High-Risk Families.

Pub Date-Sep 79
Grant-NIMH-MH-22836
Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Children, *Egocentrism, Parental Background, *Parent Influence, *Predictor Variables, *Psychopathology, Risk
Identifiers-*Piaget Physical de Centering Test

This study investigates the relationship between aspects of parent psychopathology and child egocentrism as measured by the Piagetian Three Mountains Task. Two hypotheses were tested: (1) The overall impairment of the previously hospitalized parent will relate to child egocentric errors on a Piagetian Three Mountains Task; (2) Overall impairment of this parent will be a better predictor of child egocentrism than diagnosis of the parent at the time of the study. Subjects were 112 families, each with a previously hospitalized parent for a psychiatric disorder and a child of age 4, 7, or 10. Measurement of the parent's overall impairment was obtained by the Spitzer-Gibbon-Endicott Global Assessment Scale based on symptomology and levels of social and employment functioning. Diagnosis at the time of the study was made using the DSM-III criteria. Findings supported both hypotheses, suggesting that the usual, ongoing impairment of the patient'' parent is more important than the current diagnosed disorder in producing the developmental difficulties shown by these children in relinquishing egocentric thought patterns. (Author/SS)

Meinke, James D. Kennedy, Beth A.
The Effect of Lake Erie on Climate, Student Guide and Teacher Guide. OEAGLS Investigation 2.
Ohio State Univ., Columbus. Research Foundation.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
Pub Date-Apr 79
Grant-NOAA-04-8-M-01-170; Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Earth Science, Elementary School Science, Elementary Secondary Education, Environmental Education, *Instructional Materials, Lesson Plans, *Oceanology, *Science Activities, *Science Course Improvement Project, Science Curriculum, *Science Education, Science Instruction, Secondary School Science, Worksheets
Identifiers-*Oceanic Education Activ for Great Lakes Schools, Ohio Sea Grant

This guidebook for teachers is accompanied by a student workbook. The investigations are intended to offer students an opportunity to study the effects of air temperature on air density and movement, the circulation of air and how it changes the amount of precipitation in the area around the Great Lakes, and the implications of the ``lake effect'' for the economy of northern Ohio. Illustrations, maps, data tables, and graphs accompany the written material. (Author/SA)

Olson, A. T. And Others

Alberta Assessment of School Mathematics. A Study Conducted for the Minister's Advisory Committee on Student Achievement. Condensed Report.

Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-Apr 79
Note-194p.
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Achievement, Calculation, *Data Bases, *Educational Assessment, *Educational Research, Educational Testing, Elementary Secondary Education, Geometry, *Mathematics Education, Measurement, Number Concepts, Practical Mathematics, Problem Solving, *Testing, Test Results
Identifiers-*Canada

This is a condensed report of a study commissioned by the Minister's Advisory Committee on Student Achievement (MACOSA). The study was designed to provide information about current levels of achievement in mathematics among students in Alberta schools and to provide a data base for future assessments. The test was given to third-, sixth-, ninth-, and twelfth-grade students in a 10% random sample of schools. Performance in number facts and computation was satisfactory at all grade levels, but performances in problem solving, geometry, measurement, and consumer mathematics, were unsatisfactory. Boys performed better than girls on all aspects of mathematics and this difference increased as grade level increased. School size also showed a relationship to achievement differences. Fourteen recommendations to MACOSA are reported. (MK)

ED 179 448 SO 012 148

Parsons, T. W. And Others

Report of the Anthropology Curriculum Study Project-Research Program.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-70
Note-396p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-*Anthropology, Behavioral Science Research, Cognitive Objectives, *Curriculum Evaluation, Educational Needs, Educational Objectives, Educational Practice, Educational Research, Ethnography, Evaluation Criteria, Evaluation Methods, *Program Evaluation, Secondary Education, *Social Studies, Student Teacher Relationship, Teacher Attitudes
Identifiers-Anthropology Curriculum Study Project

The study evaluated an Anthropology Curriculum Study Project course, Patterns in Human History,'' used with high school students in a one year field test situation. Ethnographic and cognitive components of the curriculum were examined. The specific objective of the research was to examine the behavioral effects on students, teachers, and schools of the curriculum materials and to adapt the materials to student and teacher needs prior to dissemination of the curriculum. The methodology involved observing curriculum use among 1,200 tenth grade students in eight urban high schools in northern California, becoming knowledgeable about social organization patterns in a public high school, and evaluating cognitive learning among pupils using the curriculum. Evaluation of the ethnographic studies component focused on teacher and student psychological and cultural orientations, community context, student-teacher interaction, and responses of school personnel to innovative programs. Measurement of cognitive achievement among students who participated in the course centered on discussion of cognitive research strategies as they relate to learning complex concepts, processing social data, identifying status positions, and on applying research in these areas to the anthropology curriculum. Recommendations for curriculum improvement included that teachers be better prepared to deal with anthropology content and that ethnic studies be incorporated into the anthropology curriculum. It was concluded that anthropology course experiences increased student ability to draw inferences about societies from artifacts and written anecdotes and to process and apply ideas from anthropology to social realities. Appendices are included. (DB)

ED 179 485 SO 012 214

Turner, Thomas N.

Protection of Human Subjects: Implications for Social Studies Research.

Pub Date-79
Note-13p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Portland, OR, November 21, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Civil Liberties, *Federal Legislation, *Federal Regulation, Political Power, Research Committees, Researchers, *Research Problems, *Social Science Research

Current regulatory trends, policies, and procedures greatly affect social studies research using human subjects and evaluation of that research. The legal source of protection of human subjects is the National Research Act of 1974. The law stipulates that rights of research subjects must be protected and that the responsibility is on the researcher to inform the subject of procedures and possible consequences of the research. Problems occur because local review boards monitor the research activities of their organizations. They have the potentiality to extend and abuse their role through their power to define what constitutes research and to determine what research they can control. In reference to some policies and procedures instituted by human subjects committees of educational institutions, it appears that the rights of researchers themselves are violated. In regulating research, possibilities of violation of the first amendment, the American system of justice, and academic freedom exist. Social studies research is affected by reduction in the amount of experimental research and the number of subjects involved, and by the fact that subjects must have prior knowledge of the purpose, nature, and direction of the research. Also, a great deal of time and money must be spent in obtaining consent. The conclusion is that any external control of the research community should not go by unchallenged. (KC)

ED 179 509 SP 014 859

Sherman, Barbara Baptiste, H. Prentice, Jr.
A Self Awareness Module. Multiculture Education.
Houston Univ., Tex. Coll. of Education.
Pub Date-74
Note-15p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discriminatory Attitudes (Social), Grade 5, Individual Differences, *Multicultural Education, *Observational Learning, *Role Models, *Self Concept, *Teacher Role

This module is designed to aid the fifth-grade teacher in implementing a self-awareness program to develop positive self-images among his or her pupils. Terminal and performance objectives for students are described, and activities leading to the realization of those objectives are suggested. The materials necessary for each activity are listed. A bibliography of nine references is appended. (LH)

ED 170 530 SP 015 187

Sullivan, Cheryl Granade

Sources of Anxiety Within the School Setting as Reported by Emory University Preservice and Inservice Teachers. A Descriptive Study.

Pub Date-79
Note-19p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anxiety, *Cooperating Teachers, Elementary Secondary Education, *Field Experience Programs, Insecurity, *Inservice Teacher Education, Program Development, *Stress Variables, Student Teacher Relationship, *Student Teachers

Data gathered in three Delphi rounds indicated a dichotomy between 12 inservice supervising teachers and 12 preservice teachers at Emory University in their reports of sources of anxiety within the school setting. Preservice teachers reported concerns focused primarily on pupils and pupil-teacher interaction. Inservice teachers had anxiety primarily because of various out-of-class aspects of teaching. Suggested alterations in the preservice and inservice teacher program are minor and involve increasing each group's awareness of the sources of anxiety for the other and providing formal and informal sessions for coping with anxiety. Samples of the survey forms used in the research are appended. (Author/LH)

Lombardi, John
The Decline of Transfer Education. Topical Paper Number 70.
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 79
Contract-400-78-0038
Note-37p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Bibliographies, *College Role, Community Colleges, *Educational Trends, Enrollment Influences, *Enrollment Trends, Full Time Students, Humanities, *Junior Colleges, Minority Groups, Part Time Students, State Surveys, Student Characteristics, Teacher Attitudes, *Transfer Programs, *Transfer Students, Urban Universities, Vocational Education
Identifiers-Information Analysis Products

As enrollment in transfer programs and the relative number of students who transfer to four-year institutions decrease, transfer education is losing its preeminence as the principal function of the community college. From 1907 to 1940, transfer education comprised 60-70% of enrollment and maintained its preeminence through the mid 1960's. By 1973, however, its share of total enrollment dropped to 43%. Although college and state board studies rarely explore the question of the ideal percentage of transfers, they do indicate that the growth rate for transfers has been lower than that for enrollment and that full-time students are more likely to enroll in transfer programs than part-timers. Therefore, states with a high proportion of part-time students, as well as low selective admission policies and large minority populations, will have a lower percentage of transfer students. Other forces detrimental to transfer education are: (1) the increasing demand for vocational education, (2) the growth of new curricular functions such as continuing education, (3) the need to provide remedial education, (4) the competition for students with four-year institutions, and (5) the aging of the student body. However, the reluctance of educators to break their ties with higher education and the increased demands for improved humanities curricula will assure transfer education a vital, though smaller, role at the community college. (JP)

ED 179 292 PS 011 025

Schaefer, Earl S. And Others

Sociodemographic and Early Maternal Behavior Correlates of Infant Behavior at One Year.

Pub Date-Nov 79
Note-17p.; Paper presented at the Annual Meeting of the American Public Health Association (New York, NY, November 7, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Correlation, Factor Analysis, *Infant Behavior, Infants, Low Income Groups, Mothers, *Parental Background, Parent Attitudes, *Parent Child Relationship, *Parent Influence, *Socioeconomic Influences

This research correlates maternal sociodemographic and psychological data and dimensions of maternal behavior at four and twelve months with dimensions of infant adjustment and competence at twelve months. Interviews of 321 low-income mothers were completed during the third trimester of pregnancy, at four months and at twelve months. Sociodemograhpic data and brief measures of maternal receptive vocabulary, locus of control, conforming values for children, and maternal attitudes toward interactions with the infant were collected during these interviews. Observations of maternal behavior during bathing, dressing, and play were collected at four and twelve months. Infants' behavior was rated after completion of the home visit on 31 items that had been compiled from observations of infant behavior. Maternal behavior dimensions of interaction/stimulation, acceptance vs. rejection, and consoling the crying infant that were insolated from factor analyses were correlated with infant behavior dimensions of receptive and expressive communication and of social and emotional behavior. Data analysis of 83 percent of the sample show that maternal sociodemographic and psychological characteristics and the maternal behavior dimension of interaction/stimulation are significantly correlated with one another and with infant receptive and expressive communication. These findings suggest that stable maternal behaviors and characteristics may have early, continuing and cumulative influence on the child's development. (Author/MP)

ED 179 331 RC 011 701

Bonney, James D.

Implementation Into Curriculum of Wilderness Adventure Program. Summer of 1978.

Pub Date-78
Note-45p.; Not available in paper copy due to poor print quality of original document
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Conservation Education, Current Events, Educational Philosophy, Emergency Programs, *Energy Conservation, *Environmental Education, Experiential Learning, Federal Legislation, First Aid, *Learning Activities, Map Skills, Objectives, *Outdoor Education, Recycling, Secondary Education, Skill Development, Student Evaluation
Identifiers-*Adventure Education, Rope Climbing, Solo Experiences

Environmental awareness, one of eleven components of a Wilderness Adventure Program, is the focus of this guide for teachers. Introductory sections put forth the philosophy and goals of the program and list specific objectives for its components, which include first-aid, emergency preparedness, outdoor skills, and the outdoor solo experience. The program stresses the development of positive attitudes toward the environment and the acquisiton of knowledge and skills that will foster responsible use of the environment. Goals of the environmental awareness unit emphasize environmental stewardship, informed interest in environmental issues, and communication of environmental concerns. Subject matter of the unit, suitable for junior and senior high school students, includes resource conservation, recycling, waste disposal, solar energy, land use, and current environmental issues. The unit furnishes instructional objectives accompanied by learning activities, resources, and methods of evaluating student progress. Collecting news items, writing Congressmen about environmental legislation, and charting home water use are among the suggested learning activities. Evaluation tools contained in the guide are the Tennessee Self Concept Scale, a questionnaire administered before and after the complete Wilderness Adventure Program, and a test for the environmental awareness unit. (JH)

ED 179 379 SE 029 050

Visich, Marian, Jr., Ed.

Modern Technology Curriculum Material for a Community College Level Course.

New York Polytechnic Inst., N.Y. Dept. of Aerospace Engineering and Applied Mechanics.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Jan 73
Grant-NSF-GY-6185
Note-360p.; Appendix for Noise Pollution'' section removed due to copyright restrictions
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Air Pollution Control, Community Colleges, Curriculum Guides, Earth Science, Ecological Factors, Energy, Energy Conservation, Environment, *Environmental Education, Higher Education, *Junior Colleges, Natural Resources, *Pollution, *Science Curriculum, *Science Education, *Technology, Undergraduate Study, Water Pollution Control

This collection of curriculum guides sets forth curriculum plans for teaching concepts in several areas relating to science, environment, and technology. The topics covered individually in this collection include: Air Pollution, Solid Waste Disposal, Data Technology - A Pollutant, Power Generation, and Noise Pollution. Each section includes a reference list providing additional sources of reading or audio-visual material. (RE)

ED 179 580 TM 009 790

Hertzog, James F., Comp. Seiverling, Richard F., Comp.
Manual for Interpreting Intermediate School Reports. Educational Quality Assessment.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.
Pub Date-79
Note-105p.; For related documents, see TM 009 789 and TM 009 791; Some tables marginally legible
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Affective Objectives, Cognitive Objectives, Criterion Referenced Tests, *Educational Assessment, *Educational Objectives, Grade 8, Item Analysis, Junior High Schools, Norm Referenced Tests, Norms, Scores, *State Programs, Statistical Surveys, *Testing Programs, *Test Interpretation, *Test Results
Identifiers-Pennsylvania, *Pennsylvania Educational Quality Assessment

This manual is designed to accompany reports prepared by the Pennsylvania Department of Education for the 505 school districts in that state, summarizing results of the Educational Quality Assessment. The normative sample is described as being stratified on two dimensions: district enrollment and wealth. Administrative procedures are summarized. Ten goals of education are listed, including both cognitive and attitudinal goals. A table summarizes the tests and questionnaires used to assess accomplishment of these goals. Correlations are presented among these measures for the grade 8 normative sample. Percentile scores for schools are explained and a raw score conversion table is given for each measure; predicted score ranges for schools are based on 35 variables that are used to help interpret score reports. There is a brief discussion of the differences between norm referenced and criterion referenced score interpretation. Item response data are explained and presented for the state norms group. An anonymous but authentic school report is presented as an example. The appendix includes a copy of the teacher questionnaire, tips for working with the news media, and a figure showing the normal curve and percentile equivalents. (CTM)

ED 179 601 TM 009 992

Curtis, Jonathan And Others

When is a LESA Student No Longer LESA? Publication No. 78.77.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date-Apr 79

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Compensatory Education Programs, Elementary Secondary Education, *English (Second Language), Evaluation Criteria, Evaluation Methods, Evaluation Needs, Language Ability, *Language Proficiency, Mainstreaming, *Models, *Non English Speaking, Research Needs, *Special Programs, *Student Evaluation, Student Needs, Student Placement, Success Factors

Identifiers-Austin School District TX, *Limited English Speaking Ability, Texas (Austin)

This paper describes the model employed by the Austin (Texas) Independent School District, developed in response to the Lau v Nichols decision on instruction for limited English speaking ability (LESA) students, to determine when a LESA student is no longer a LESA student. Five other theoretical models are proposed: (1) an expected performance model using nonverbal intellectual functioning, socioeconomic status, and language learning capability measures to predict individual achievement; (2) a compensatory education exit model which would provide special instruction, if necessary, after attaining an appropriate English proficiency functioning level; (3) an optimal instructional placement model to project which type of program would provide the highest rate of academic achievement for a particular type of student; (4) a LESA false positives identification model to identify students who meet exit criteria during one year but who will most likely not meet the criteria the following year; and (5) a simple solution model which would be based on research and measurement to determine when a student has reached an adequate level of English proficiency to function normally in a regular classroom. (MH)

Pitts, James P. Ogletree, Kathryn

Northwestern University's Recent Alumni: In Black and White.

Northwestern Univ., Evanston, Ill.
Spons Agency-Wieboldt Foundation of Greater Chicago, Ill.
Pub Date-Aug 78
Note-91p.; Prepared through the Department of African-American Student Affairs
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Black Students, *Caucasian Students, College Integration, Comparative Analysis, Educational Background, *Educational Experience, *Graduate Surveys, Higher Education, Integration Effects, *Race Relations, Racial Attitudes, *Social Experience, Socioeconomic Status
Identifiers-*Northwestern University IL

The results of a survey of 149 black and 258 white Northwestern University alumni who graduated between 1970 and 1973 are presented in this report. The survey focused on the academic and social experiences of black and white students during an era in which blacks were first admitted in significant numbers to a previously all-white elite institution. First, the socioeconomic backgrounds of the respondents are compared by race. Then blacks and whites are compared by self reports of their academic experiences while at Northwestern. Academic major, grades received, and evaluations of their prior academic preparation are included in this discussion. An examination of race relations on campus follows. The extent and types of black-white interracial contact and of intraracial interaction (among blacks) are separately analyzed. The extent of interracial rooming among respondents during their years at Northwestern is also described. In terms of post-college experience, respondents' indications about their desires for interracial social contact after college and data on post graduate schooling and initial jobs of blacks and whites are reviewed. Finally, the current ambience of Northwestern is described with an emphasis on normative conflict and the influence of American achievement and status norms. (Author/GC)

ED 179 081 UD 020 261

Burns, Thomas J. And Others

The Urban High School Reform Initiative; Federal Education Law and Urban Secondary School Reform: A Legislative Analysis. Volume II: Federal Support.

Office of Education (DHEW), Washington, D.C.

Pub Date-Sep 79

Note-562p.; For related documents see UD 020 258-260

Pub Type- Reports - Evaluative (142) - Non-Print Media (100) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-*Educational Change, *Federal Legislation, *Federal Programs, School District Autonomy, Secondary Education, State Action, *Urban Schools

Identifiers-Alcohol and Drug Abuse Education Act, Career Education Incentive Act, Education for All Handicapped Children Act, Elementary Secondary Education Act, General Education Provisions Act 1968, Higher Education Act 1965, National Diffusion Network, Talent Search, Upward Bound, *Urban High School Reform Initiative

This volume lists legislation and relevant reform strategies as outlined by the Urban High School Reform Initiative, a Federal effort designed to review urban educational and related problems, examine the Federal role in urban secondary education, and develop recommendations for a more effective Federal response. The document, intended to make Federal and State educational program managers more aware of urban secondary school needs and more able to use their funds to meet those needs, is arranged by Federal law. Titles I through XIII of the Elementary Secondary Education Act (ESEA) are described, as are numerous other acts and programs related to vocational education, alcohol and drug abuse, counseling and guidance, handicapped and disadvantaged students, professional development, research and dissemination, and other areas. Each law, title, or act is evaluated in terms of whether reform is under State or local option, and at which level (Federal, State, local, or institutional) key decisions are likely to be made. (Author/GC)

ED 179 354 SE 028 770

Comienski, James Meyer, Victor J.
Ancient Shores of Lake Erie, Student Guide and Teacher Guide. OEAGLS Investigation 3.
Ohio State Univ., Columbus. Research Foundation.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
Pub Date-Apr 79
Grant-NOAA-04-8-M-01-170; Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Earth Science, Elementary School Science, Elementary Secondary Education, Environmental Education, *Instructional Materials, Lesson Plans, *Oceanology, *Science Activities, *Science Course Improvement Project, Science Curriculum, Science Education, Science Instruction, Secondary School Science, *Worksheets
Identifiers-*Oceanic Education Activ for Great Lakes Schools, Ohio Sea Grant

This guidebook for teachers is accompanied by a student workbook. The investigations are intended to offer the students an opportunity to learn to use topographic maps and profiles to locate evidence of ancient water levels of Lake Erie and man's use of the beach ridges near the lake. Maps, diagrams, and data tables accompany the written material. (Author/SA)

ED 179 468 SO 012 173

Straus, Roger A.

The Sociologist in Private Practice.

Pub Date-79

Note-19p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, 1979)

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Change Agents, *Consultants, *Counselor Role, Ethics, Intervention, Power Structure, *Professional Occupations, Professional Recognition, Social Change, *Sociology

The nature of professional sociological roles and the problems faced by the clinical sociologist are addressed. Professional sociologists are those whose primary occupational identity is that of counselor, consultant, or administrator working in a non-academic setting. Clinical sociology is defined as counseling or other actions for intervention to alter, influence, and change social process and/or structures at any level of social organization. These levels include the individual and intimate group; the organization, agency, corporation or other bureaucratic organization; and the community or entire society. Most clinical sociologists seek to restore people to control or power over these processes and structures. Two problems face the practicing sociologist: the extent of the practioner's power over the client and the irony of selling services on the marketplace. The clinician can check abuse of his/her power over the client through minimal intervention and through providing the client with means for continued self-management. The second problem forces the practitioner to confront the ethical dilemma of how one can sell services and continue to help the client. The conclusion is that the freedoms of private practice outweigh the disadvantages and compensate for the difficulties in establishment. (Author/KC)

ED 179 510 SP 014 876

Annerino, Anthony A.

A Mastery Learning Instructional and Curriculum Model for Physical Education.

Pub Date-77
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Design, Higher Education, *Individual Development, *Lifetime Sports, *Mastery Learning, *Physical Education, Psychomotor Skills, Secondary Education, Skill Development

The objectives for tailoring a physical education program to meet individual abilities are presented in this proposal for developing a curriculum using the concept of mastery learning. The primary emphasis of this program is on developing skills in sports that will be enjoyed for a lifetime. Developmental procedures for initiating the program are given in outline form as well as needed facilities and materials, instructional strategy, and the design of the curriculum. Guidelines are provided for two model programs, one for secondary school level and one for college/university programs. (JD)

ED 179 537 SP 015 189

Schuster, Donald H. Prichard, Allyn
Suggestive-Accelerative Learning and Teaching (SALT) in the Classroom.
Heartland Education Agency, Ankeny, Iowa.
Spons Agency-Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-Sep 79
Note-28p.; Paper presented at the American Psychological Association Convention (New York City, NY, September 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Conditioned Response, Educational Innovation, *Exercise (Physiology), Locus of Control, *Progressive Relaxation, Role Playing, School Orientation, Stress Variables, Student Attitudes, Student Teacher Relationship, *Teaching Methods
Identifiers-*Positive Attitudes, *Suggestive Accelerative Lozanov Teaching

Research results are presented of a two-year experimental field study investigating the effectiveness of the Suggestive-Accelerative Lozanov Teaching (SALT) method applied to varying levels of socio-economic level, grade level, and subject matter. This teaching method uses components of preliminary physical and mind calming exercises, although with indirect suggestion, prior to the formal learning process. Instructional processes utilize a dramatic and dynamic presentation coupled with special mind-calming exercises designed to promote high retention of curriculum material presented. Results of this study are presented in both narrative and tabular form. (JD)

ED 179 641 UD 019 971

Orshansky, Mollie Bretz, Judith S.

Born to Be Poor: Birthplace and Number of Brothers and Sisters As Factors in Adult Poverty.

Social Security Administration (DHEW), Washington, D.C.
Report No.-DHEW-SSA-76-11703
Pub Date-Jan 76
Note-19p.; Not available in paper copy due to print size of original document; Tables may be marginally legible
Journal Cit-Social Security Bulletin; Jan 1976
Pub Type- Journal Articles (080) - Information Analyses (070) - Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Educational Background, *Educational Status Comparison, Elementary Secondary Education, *Family Background, *Family Income, Higher Education, *Place of Residence, Public Policy, Siblings, *Socioeconomic Status
Identifiers-*Family Size

Data from the Social Security Administration's Retirement History Study and a supplement to the 1968 Current Population Survey are discussed in terms of the relationship between (1) family size and residence, and (2) economic and educational status. It is shown that household heads who grew up as members of large families and/or as natives of small towns or rural areas tend to have less education and are more likely to be poor than those coming from small families and/or large cities. Statistics are presented for both male- and female-headed households and for blacks, whites, and the total population. Also noted are findings regarding occupation and findings comparing size of childhood family with number of one's own subsequent children. Implications for public educational and economic policy are outlined. (Author/GC)

ED 170 312 PS 011 055

Bank, Stephen

Hansels and Gretels: A Study of Extremely Loyal Sibling Groups.

Pub Date-Sep 79
Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adults, Affective Behavior, *Attachment Behavior, *Children, Emotional Adjustment, *Family Relationship, Interviews, *Siblings

Intense sibling loyalty was examined in three sibling groups: (1) four brothers in mid-life, aged 36-45, three of whom were married; (2) two brothers, aged 20 and 22, attending the same university; and (3) a brother age 6 and his sister age 9 living together in a foster home. Anecdotal excerpts from extensive videotaped interviews are used to illustrate what sibling solidarity is and how it is demonstrated, to show how such strong attachments are formed, and to identify the benefits and burdens of such loyalty. (JMB)

ED 179 405	SE 029 377

Treasure, Morris
Alberta Science Achievement Study. A Study Conducted for the Minister's Advisory Committee on Student Achievement. Condensed Report.
Alberta Dept. of Education, Edmonton. Planning and Research Branch.
Pub Date-Apr 79
Note-126p.; For related document, see ED 174 458
Pub Type- Reports - Descriptive (141) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement, *Data Bases, *Educational Assessment, Educational Research, Elementary School Science, *Elementary Secondary Education, *Evaluation, *Science Education, Sciences, Science Tests, Secondary School Science
Identifiers-*Canada

This is a condensed report of a study commissioned by the Minister's Advisory Committee on Student Achievement (MACOSA) to study student achievement in science at grades three, six, nine, and twelve in Alberta, Canada. Baseline information for future assessments and a summary of student achievement of curricular objectives were to be provided. Between 2000 and 3000 students were tested at each grade level. Student performances on each cluster of items were generally satisfactory. Some specific areas of weakness were identified: (1) knowledge of physical science in grades three, six and twelve; (2) knowledge of scientific methods in grade three; and (3) earth-space science and general knowledge of science in grades nine and twelve. Twelve recommendations regarding assessments are given. (MK)

ED 179 428 SO 012 089

Cole, Richard, Ed.

Social Studies Curriculum Continuum. Grades K-8.

Portland Public Schools, Oreg. Area I Office.
Pub Date-79
Note-157p.
Pub Type- Guides - Classroom - Teacher (052) - Non-Print Media (100)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Basic Skills, Communication Skills, Content Reading, Economics, Elementary Secondary Education, Environmental Education, Geography, Group Relations, History, Interpersonal Competence, Map Skills, Political Science, Reading Skills, *Sequential Approach, *Skill Development, *Skills, *Social Studies

A series of charts relating social studies skills to components for grades kindergarten through eight is presented. The document is divided into three major sections: grades kindergarten through two, three through five, and six through eight. Nine categories and related components are listed within each section: (1) content components include setting and focuses; (2) individual skills focus on acquiring, organizing, communicating, and using information; (3) group skills require organizing, operating, and an understanding of democratic principles; (4) historical methods include chronology, cause and effect, and resource validity; (5) geographic methods are location, symbols, map making, and map and globe types and terms; (6) political understandings involve controls, citizenship, government, and the nation-state; (7) economic understandings; (8) social understandings include individuals and groups, cultures, societies, and cultural diversity; and (9) environmental understandings are physical geography, land use, and ecological concerns. Components within each category are further broken down according to specific skills for each grade level. This format portrays the progression of skill and knowledge growth from one grade to the next and allows teachers to see skills and concepts taught before and after their own grade levels. (KC)

ED 179 486 SO 012 215

Otto, Robert

Implications of Piaget's Research for the Inquiry Process of Learning.

Western Kentucky Univ., Bowling Green.

Pub Date-79

Note-10p.; Not available in paper copy from EDRS due to fading ink throughout original; Paper presented at Annual Convention of National Council for the Social Studies (Portland, OR, November 21, 1979)

Pub Type- Reports - Evaluative (142) - Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Achievement Gains, Cognitive Processes, Curriculum Development, *Developmental Psychology, *Developmental Stages, Discovery Processes, *Educational Needs, Educational Programs, Effective Teaching, Elementary Secondary Education, Learning Theories, *Program Evaluation, Projects, *Social Studies, Student Improvement

Identifiers-Family of Man, Man A Course of Study, Piaget (Jean), Project SEARCH, Science Curriculum Improvement Study

Evaluations of the relationship of curriculum programs to Jean Piaget's developmental psychology theory are reviewed. These programs include Science Curriculum Improvement Study (SCIS), Man: A Course of Study (MACOS), Family of Man (FOM), and Social Encounter and Research Curriculum for Humanization (SEARCH). Piagetian based research results are also included. Results of the SCIS study indicate that the curriculum is superior for developing the processes of scientific investigation, and that SCIS students are more diverse, creative, and show greater gains in reading, mathematics, and social studies than control groups. MACOS results show that students retain a significant amount of information, boy/girl differences associated with achievement disappear, group participation and interaction increase, and positive change in teaching style occurs. FOM results indicate a strong relationship between concrete, manipulative materials for children, and increased pupil achievement. Research examining the relationship between social studies instruction and Piagetian theory found that elementary social studies programs should focus on the cognitive stages of concrete operations, materials should be concrete objects, that a discovery approach is best, and that group discussions improve thinking. The author states that the SEARCH project may be the innovative curricular program that applies Piagetian thought to social studies. Also, social studies education would benefit from Piagetian based research by development of curriculum, Piagetian-based methods texts for preservice and inservice teacher education, and a concentrated effort to relate Piaget's psychology to learning. (Author)

ED 179 581 TM 009 863

Freeman, Donald And Others
A Closer Look at Standardized Tests. Research Series No. 53.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW) Washington, D.C.
Teaching Div.
Pub Date-Jun 79
Contract-400-76-0073
Note-23p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($1.50)
Pub Type- Reports - Research (143) - Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Tests, *Content Analysis, Curriculum Development, Curriculum Evaluation, Elementary Education, *Elementary School Mathematics, Mathematics Instruction, *Standardized Tests, Taxonomy, *Test Selection, *Test Validity
Identifiers-Comprehensive Tests of Basic Skills, Iowa Tests of Basic Skills, Metropolitan Achievement Tests, Quantitative Tests, Stanford Achievement Tests

To help teachers in comparing the content of their instruction with the content of standardized tests, a taxonomy of elementary school mathematics was developed. The taxonomy consisted of matrix with three dimensions; (1) mode of presentation (how questions are asked); (2) nature of material (type of numbers or mathematical terms); and (3) operation (process required). The intersection of these three dimensions resulted in a matrix of 468 cells, each cell representing a topic that a teacher may elect to cover. The taxonomy was applied to the four most popular standardized tests of mathematics: the Stanford Achievement Test (SAT); the Iowa Tests of Basic Skills (ITBS); the Metropolitan Achievement Tests (MAT); and the Comprehensive Tests of Basic Skills (CTBS). Because of the striking differences found between the four tests, teachers should deliberately select tests which best match the existing curriculum and/or reappraise the curriculum in terms of its match with test content. This match is crucial for diagnosing achievement gains and instructional strengths and weaknesses. (Author/CP)

ED 179 021 UD 019 875

Anthony, Alberta Pualani

Hawaiian Nonverbal Communication: Two Classroom Applications.

Pub Date-Apr 79

Note-10p.; Paper presented at the National Association of Asian American and Pacific Education Conference (San Francisco, California, April 25-27, 1979); Not available in paper copy due to reproduction quality of original document

Pub Type- Guides - Classroom - Teacher (052) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication Problems, *Cultural Differences, Elementary Secondary Education, *Hawaiians, Middle Class Norm, *Nonverbal Communication, Student Teacher Relationship, *Teacher Attitudes

Identifiers-*Hawaii

Although there are only about 2,000 active speakers of the Hawaiian language, there exists a coherent system of nonverbal behavior which can be identified as Hawaiian and which contrasts sharply with middle class white American behavior. Teachers of Hawaiian children should be aware of this in order to avoid potential misunderstandings in the classroom. Differences in bodily contact, proximity or spatial division of personal territory, relative positions of heads according to social status, personal appearance, posture, the meaning of head nods and facial expressions, gestures, eye contact, and nonverbal aspects of speech (intonation, style, etc.) all can cause miscommunication between Hawaiians and non-Hawaiians. The major barrier encountered by Hawaiian children in their daily school lives is the failure of the educational establishment to recognize the validity of those aspects of nonverbal communication which conflict with Western expectations and values. Therefore, it is very important for teachers to learn to recognize and accept these behaviors and incorporate them into the educational curriculum. (Author/GC)

ED 179 380 SE 029 105

McCollom, K. A. Lowery, R. L.

Initiation of Professional Practice in Engineering Education. Final Report.

Oklahoma State Univ., Stillwater. Coll. of Engineering.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-31 Aug 76
Grant-NSF-GZ-2641
Note-49p.; Contains light and broken type in Appendix
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum, *Engineering Education, Engineering Technology, *Graduate Study, *Higher Education, *Internship Programs, *Masters Degrees, Science Education, Technical Education

An analysis of a practice-oriented master's degree program in engineering is presented. The M. Engr. degree developed by the Division of Engineering of Oklahoma State University differs from the research-oriented M.S. program in that in lieu of completing the traditional thesis, the student prepares for professional practice by completing an internship program. The student writes reports relating to the internship experience and must complete an oral examination on a comprehensive final report. Methodologies of program implementation are presented. (RE)

ED 179 447 SO 012 147

O'Neill, David And Others

Handbook for the Emergence of Civilization.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-64

Note-136p.; For a related document, see SO 012 148; Articles entitled The Origin of Cities'' and The Agricultural Revolution'' reprinted from Scientific American and The Achievement and Early Consequences of Food-Production: A Consideration of the Archeological and Natural-Historical Evidence'' reprinted from Social Sciences have been removed by ERIC due to copyright law. Several charts and Chapter 6 removed due to poor reproducibility

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Ancient History, *Anthropology, History Instruction, Learning Activities, *Non Western Civilization, *Problem Solving, Secondary Education, Social Studies, *Theories, *Western Civilization

Identifiers-*Anthropology Curriculum Study Project, Central America, China, Egypt, Indus Valley, Mesopotamia, Mexico, Peru

This handbook, prepared through the Anthropology Curriculum Study Project in Chicago, Illinois, is designed to accompany the secondary level textbook, The Emergence of Civilization'' (SO 012 148) written in 1964. The textbook emphasizes the comparison of the patterns of culture change which resulted in complex societies (civilizations) in six different areas throughout the world. The textbook stresses problem solving and is centered around three questions: In what manner and through what stages did these civilizations evolve? What characteristics of each region promoted this emergence? What is civilization? The six chapters of this handbook provide supplementary readings, daily schedules, commentary on the material, homework assignments, and class activities. Chapter I provides methods for acquainting students with the main objectives of the book and with archeological terms. Chapter II emphasizes the sequence of events in the emergence of a civilization. Chapters III and IV present case studies of Mesopotamia and Peru. In Chapter V student groups compare the previous case studies with either Egypt, the Indus Valley, China, or Middle America. Chapter VI concentrates on theories about the origin of civilization. The emphasis is on students' comparing their own hypotheses with major theories. A glossary of archeological terms is included. (KC)

ED 179 511 SP 014 905

Nurse Staffing Requirements and Related Topics: A Selected Bibliography. Nurse Planning Information Series No. 9.
Franklin Research Center, Philadelphia, Pa.
Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.
Report No.-HRA-79-39; HRP-0501001
Pub Date-Jul 79
Contract-232-78-0090
Note-224p.
Pub Type- Reference Materials - Bibliographies (131) - Information Analyses (070)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Health Personnel, *Hospital Personnel, *Labor, *Manpower Needs, Manpower Utilization, Models, *Nurses, Nursing, Nursing Homes, *Occupational Surveys, *Staff Utilization

Recent literature on the changing staffing requirements for registered nurses and the factors affecting those requirements is cited in this annotated bibliography that comprises the ninth volume in the Nurse Planning Information Series. A broad concept of staffing is employed and includes information useful to both managers within individual institutions and to health planners concerned with community, county, or state institutions. Abstracts of the literature are grouped according to the following categories: hospital inpatient and hospital outpatient settings; long-term care settings; models and strategies, and economic studies of staffing methodologies; regional, state, and national studies of needs and requirements; and bibliographies and summaries. (JD)

ED 179 082 UD 020 008

Howell, John M.

Racial Discrimination as a Primary Impetus for International Actions Overriding the Sovereignty of States.

Pub Date-26 Oct 79
Note-13p.; Paper presented at the Regional Conference of the National Association for Interdisciplinary Ethnic Studies (Boone, North Carolina, October 26, 1979)
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ethnic Groups, *Foreign Countries, International Crimes, *International Organizations, *Minority Groups, *Racial Discrimination
Identifiers-Rhodesia, South Africa, *United Nations

The nation-state system, legitimized in 1648 by the Peace of Westphalia, is still sufficiently viable for a sovereign state's claim to its right to manage its internal affairs to be internationally respected. Among matters included in the categories immune from external intervention is that of a state's treatment of its own nationals. Since the framing of the United Nations Charter, however, world attention has focused on the mistreatment of ethnic groups. In the cases of both South Africa and Rhodesia, the international community has registered the decision that mistreatment of ethnic minorities, more than any other category of state action, results in the denial of the protection of state sovereignty. While action against the racial policies of South Africa has mostly consisted of public discussion and investigation, in the case of Rhodesia, economic boycott has been invoked in efforts to abolish what is widely regarded as an illegal, racist regime. In addition to bringing about concrete political changes, particularly in Rhodesia's government, United Nations actions have demonstrated that the old Westphalian concept of virtually absolute state sovereignty no longer holds. (Author/GC)

ED 179 274 JC 800 024

Career Education in Community Colleges: Sourcebook II.
American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 79
Note-138p.; Occasional small print may not reproduce well
Available from-American Association of Community and Junior Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036 ($8.00)
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Career Awareness, Career Change, *Career Development, College High School Cooperation, Community Colleges, Cooperative Education, Experiential Learning, Institutional Characteristics, Job Placement, *Junior Colleges, National Surveys, Nontraditional Occupations, *Program Descriptions, Program Guides, *Resource Centers, School Community Cooperation, Staff Improvement, Student Characteristics, *Vocational Counseling

This two-part sourcebook presents an overview of career education services as revealed by a survey of member institutions of the American Association of Community and Junior Colleges and profiles the career education activities of 80 institutions in 33 states. Part I outlines the survey findings in relation to: (1) the availability of eight career education program components (i.e., career resource center, collaboration with community and feeder schools, career change services, work experience opportunities, career infusion in liberal arts, career education staff development, and breaking career stereotypes); (2) the availability of 16 specific career services to students; (3) the types of populations served and their needs; (4) the outside groups used by the colleges in their career programs; (5) the career education programs available for college staff; and (6) the types of outside assistance these colleges need to maintain their programs. The program profiles presented in Part II provide general college information, including location, enrollment, and student characteristics; career program information, such as populations served, number of staff, date established, the availability of program-developed materials and information and assistance, and the names of contact persons; and a brief narrative describing the program. (JP)

ED 179 293 PS 011 027

Brown, Carol Wegley Peters, Donald L.

A Naturalistic Study of the Conditions and Characteristics Promoting Social Integration of Handicapped Children in Early Childhood Education Classrooms. Final Report.

Pennsylvania State Univ., University Park. Coll. of Human Development.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-30 Nov 79

Grant-G007900010

Note-222p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Classroom Arrangement, *Classroom Environment, Classroom Observation Techniques, Classroom Research, Class Size, Comparative Analysis, Early Childhood Education, *Handicapped Children, *Individual Characteristics, *Mainstreaming, Play, Preschool Children, Social Integration, *Social Relations, *Teacher Characteristics

The major objectives of this investigation were to: (a) describe and compare the social interaction patterns of handicapped and nonhandicapped children in integrated early education classes; (b) identify characteristics of the classrooms and the teachers that were related to these patterns of social interaction; (c) identify child characteristics that were related to these patterns of social behaviors; and (d) determine if certain program and teacher characteristics differentially related to the social interactions of young handicapped and nonhandicapped children. Fifty-eight early education and day care classrooms in central Pennsylvania that met the criteria of enrolling both handicapped and nonhandicapped preschool age children and being willing to participate provided the sample for this study. From each classroom, one handicapped child was selected randomly and was matched with a nonhandicapped child on the basis of sex and chronological age; 116 subjects participated in the study. Child-child interactions and teacher-child interactions were recorded during thirty-minute observations during free play activities. The trained observer used a twenty-second rotating time sampling procedure; recording first the behavior of one child then the behavior of the ``match'' child. The data suggest that, although handicapped children are not socially isolated or rejected, there are quantitative differences in their levels of social behaviors that differentiate them from their nonhandicapped classmates. Areas of future research and suggestions for environmental intervention are discussed. (Author/RH)

ED 179 313 PS 011 056

Herrenkohl, Roy C. Herrenkohl, Ellen C.

Circumstances Surrounding the Occurrence of Child Abuse.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.
Pub Date-Oct 79
Grant-NCCAN-90-C-428

Note-14p.; Paper presented at the National Conference on Child Abuse and Neglect (Los Angeles, CA, October, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Records, *Child Abuse, *Etiology, *Family Problems, *Neglected Children, *Parent Child Relationship, Parent Reaction, Reactive Behavior

The circumstances which give rise to or "trigger" an abuse incident have been given relatively little systematic attention. In analyzing the case records of all families (N 328) charged with child abuse over a ten-year period in a two-county area of Pennsylvania, all instances of family conflict were identified and the circumstances surrounding the incident determined. These circumstances were examined in relation to the type of abuse. Findings indicate that abuse occurs under circumstances that are relatively commonplace in families with children. Physical abuse, emotional abuse, and neglect were found to occur under somewhat different although not particularly unusual circumstances in families with children. Explanations for association of such commonplace circumstances with abuse are considered. (JMB)

ED 179 332 RC 011 703

Banks, Vera J. DeAre, Diana

Farm Population of the United States: 1978.

Bureau of the Census (DOC), Suitland, Md. Population Div.; Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.

Pub Date-Sep 79

Note-29p.; Not available in paper copy due to small print size; For related document, see ED 167 299

Journal Cit-Current Population Reports; Series P-27 n52 Sep 79

Pub Type- Numerical/Quantitative Data (110) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Age, Agriculture, Birth Rate, Blacks, Caudasians, *Census Figures, Children, Comparative Analysis, Definitions, *Ethnic Groups, Family (Sociological Unit), *Farmers, Income, *Labor Force, Mexican Americans, National Demography, *Population Trends, *Rural Farm Residents, Spanish Americans

Based on the new farm definition (places of 10 or more acres if at least $50 worth of agricultural products were sold in the reporting year, and places of under 10 acres if at least $250 worth of agricultural products were sold), 6,501,000 persons, or 3% of the nation's population, lived on farms for the 12-month period centered on April 1978. Although the change in definition caused a reclassification of approximately 1.5 million persons from rural farm to rural nonfarm for 1978, use of the previous definition indicated no significant change in farm population from the preceding year, possibly signaling that the more than fifty year decline in farm population has finally come to an end. About 1.4% of the farm population was of Spanish origin, compared to 5.7% of the nonfarm population. Blacks on farms represented 5.4% of the total farm population and 1.4% of all Blacks. The farm population has a higher proportion of Whites than the nonfarm population. The median age of farm residents in 1978 was 33.8 years, as compared with 29.5 years for nonfarm residents. The farm population had about the same proportion of children as the nonfarm population, a lower proportion of young adults, and higher proportion of middle-aged and elderly persons. The median income of farm families, $12,235 in 1977, continued to lag behind that of nonfarm families. In 1978, 3 out of every 4 agricultural wage workers were nonfarm residents. (NEC)

ED 179 355 SE 028 771

Farnsworth, Carolyn Mayer, Victor J.

Lake Erie and Changing Lake Levels, Student Guide and Teacher Guide. OEAGLS Investigation 5.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

Pub Date-Mar 79

Grant-NOAA-04-8-M-01-170; Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Earth Science, Elementary School Science, Elementary Secondary Education, Environmental Education, *Instructional Materials, Lesson Plans, *Oceanology, *Science Activities, *Science Course Improvement Project, Science Curriculum, *Science Education, Science Instruction, Secondary School Science, Worksheets

Identifiers-*Oceanic Education Activ for Great Lakes Schools, Ohio Sea Grant

This guidebook for teachers is accompanied by a student workbook. The investigations are intended to offer students an opportunity to learn about the causes and effects of increases in the level of Lake Erie and the effects of lake level regulation. Illustrations and graphs accompany the written material. (Author/SA)

ED 170 407 SO 012 174

Lavisky, Saul

An Uncritical Review of "The Curriculum Literature," 1955-1970.

Human Resources Research Organization, Alexandria, Va.

Spons Agency-Department of the Army, Washington, D.C. Staff Civilian Personnel Div.

Pub Date-May 73

Note-[illegible]21p.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Curriculum Design, *Curriculum Development, *Curriculum Evaluation, *Curriculum Research, Decision Making, *Educational History, Educational Objectives, Educational Practice, Elementary Secondary Education, Higher Education, Progressive Education, *United States History

Identifiers-Bobbitt (Franklin), Dewey (John), Herbart (Johann Friedrich), Rugg (Harold Ordwell)

A review and bibliography of the history of curriculum development in the United States is presented. The document is comprised of two parts. Part I traces the history of curriculum thought and practice up to 1955. Periods covered include: Herbartianism (1895-1905), which represented the first major formulation of curriculum methodology based on the theories of Johann F. Herbart; Progressive Education (1905-1915), based on the principles of John Dewey; The Efficiency Movement (1915-1925) which marked the scientific approach to curriculum decision making; Social Reconstructionism (1925-1935), which marked an expansion of the definition of curriculum to include all school directed activities; Curriculum as Pupil Experiences (1935-1945); and the Post-War Era (1945-1955) characterized by new courses of study and renewed emphasis on subjects of mathematics and science. References to classic works on curriculum for each period are included. Part II contains a partially annotated bibliography which lists over 700 books, reports, and exemplary journal articles published between 1955 and 1971. The bibliography contains two sections, one devoted to books and major reports, the second to periodical literature. Each section is comprised of three subsections: general, curriculum development, and curriculum evaluation. Entries are listed alphabetically by author within each subsection. (KC)

ED 179 538 SP 015 193

Scanlon, Robert G.
Diagnostic-Prescriptive Teaching Progress and Problems.
Research for Better Schools, Inc., Philadelphia, Pa.
Pub Date-Feb 78
Note-14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (30th, Chicago, IL, February 1978)
Available from-Research for Better Schools, Inc., 444 N. 3rd Street, Philadelphia, PA 19123 ($1.00)
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Behavior Patterns, *Diagnostic Teaching, Elementary Secondary Education, Family Background, *Individual Differences, *Individualized Instruction, *Learning Processes, Peer Influence, Physical Health, Psychological Needs, Self Concept, Student Attitudes, Student Motivation
Identifiers-Individually Prescribed Instruction

A brief history of the philosophy and development of diagnostic-prescriptive teaching for the child with learning problems is presented. Individual differences in children are identified in the following six major areas: (1) pattern of growth, maturity level, health and energy, physical handicaps and limitations; (2) love relationships with family and friends; (3) cultural and social background; (4) relationships with peers; (5) emotional behavior and reactions; and (6) self-concept. These factors must be considered to successfully diagnose problems and prescribe individual instruction. (JD)

ED 179 581 TM 009 791

Hertzog, James F., Comp. Seiverling, Richard F., Comp.

Manual for Interpreting Elementary School Reports. Educational Quality Assessment.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Quality Assessment.

Pub Date-79

Note-101p.; For related documents, see TM 099 789-790; Some tables marginally legible

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Affective Objectives, Cognitive Objectives, Criterion Referenced Tests, *Educational Assessment, *Educational Objectives, Grade 5, Intermediate Grades, Item Analysis, Norm Referenced Tests, Norms, Scores, *State Programs, Testing Programs, *Test Interpretation, Test Results

Identifiers-Pennsylvania, *Pennsylvania Educational Quality Assessment

This manual is designed to accompany reports prepared by the Pennsylvania Department of Education for the 505 school districts in that state, summarizing results of the Educational Quality Assessment. The normative sample is described as being stratified on two dimensions: district enrollment and wealth. Administrative procedures are summarized. Ten goals of education are listed, including both cognitive and attitudinal goals. A table summarizes the tests and questionnaires used to assess accomplishment of these goals. Correlations are presented among these measures for the grade 5 normative sample. Percentile scores for schools are explained and a raw score conversion table is given for each measure; predicted score ranges for schools are based on 35 variables that are used to help interpret score reports. There is a brief discussion of the differences between norm referenced and criterion referenced score interpretation. Item response data are explained and presented for the state norms group. An anonymous but authentic school report is presented as an example. The appendix includes a copy of the teacher questionnaire, tips for working with the news media, and a figure showing the normal curve and percentile equivalents. (CTM)

ED 179 602 TM 010 008

Griesemer, J. Lynn

Providing Technical Assistance: LPAP's Use with an Existing Curriculum.

Pub Date-Apr 79
Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, CA, April 8-12, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Problems, Adoption (Ideas), *Community Consultant Programs, Community Consultants, Educational Assessment, Educational Needs, Elementary Secondary Education, *Needs Assessment, Program Administration, *Program Planning, *State School District Relationship, Success Factors, *Technical Assistance
Identifiers-*Local Planning and Assessment Process, Rhode Island

The experience of three unnamed Rhode Island communities in using the Local Planning and Assessment Process (LPAP) are described. Community A had conducted a needs assessment survey and wished technical assistance to validate the perceived needs and to develop evaluation skills in a core group of their faculty. However, the process has temporarily stopped and several reasons are given to explain this. Community B used the technical assistance of two consultants in an advisory capacity to the central office and to the Needs Assessment Committee. Four reasons are suggested to account for the continuing success of this project. Community C entered the LPAP after conducting its own local needs assessment and validating the perceived needs. The area of language arts had been selected as a program area to be revised. Technical assistance provided to Community C included workshops on evaluation techniques and the formative use of evaluation data. Three reasons are suggested for the success of this project. (Author/CTM)

ED 179 042 UD 019 973

Gifford, Bernard R. And Others

The Association Between Pupil Attendance and Socio-Economic Status in the Community School Districts of New York City.

New York City Board of Education, Brooklyn, N.Y. Office of the Deputy Chancellor.

Pub Date-Mar 77

Note-51p.; Paper presented at the American Education Finance Conference (San Antonio, Texas, March, 1977)

Pub Type- Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Average Daily Attendance, *City Problems, *Educational Finance, Elementary Secondary Education, Equal Education, Finance Reform, Resource Allocations, *State Aid, Tax Allocation, Urban Areas, *Urban Schools

Identifiers-New York, New York (New York)

In discharging its constitutional responsibility for maintaining and supporting free public schools, the state financially aids local school districts to insure that lack of wealth is not an obstacle to providing at least a mimimum educational program. State aid to education in New York State is dependent on two factors: the full value of real property and the number of pupils in average daily attendance. From the point of view of the five largest cities in the State, the use of these factors is discriminatory. The aid formulae used by the State make extensive use of the full value of real property per resident pupil in weighted average attendance as a measure of the school district's wealth. Because they are property rich and also have low attendance rates, the large cities are apportioned the same aid per pupil as other equally rich school districts even though these districts have higher income levels. In addition, pupil attendance is strongly associated with the socio-economic status of the district's residents. Therefore, a community with high socio-economic status will receive more State educational aid than one having low socio-economic status. An attendance based aid distribution scheme fails to serve the purpose of equalization of educational opportunity. (Author/RLV)

ED 179 381 SE 029 110

Academic R&D Expenditures Continue Real Growth Into 1977. Science Resources Studies Highlights, December 29, 1978.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-78-319

Pub Date-29 Dec 78

Note-5p.; Contains occasional small print

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Data, Federal Aid, Federal Programs, *Financial Support, *Higher Education, *Research, *Research and Development Centers, *Research and Instruction Units, Science Education, Sciences

This report contains the findings of the National Science Foundation (NSF) Survey of Scientific and Engineering Expenditures at Universities and Colleges, FY 1977. The survey was mailed to 539 universities and colleges including all graduate-degree-granting institutions and all others that spent $50,000 or more for R&D activities. Estimates made by NSF staff for nonrespondent institutions represent less than 2% of total academic R&D spending. (Author)

Barry, Joseph, Ed.

Connect, Unesco-UNEP Environmental Education Newsletter, Vol. I, Nos. 1, 2, 3. January, April, September 1976.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-76

Note-27p.; Not available in hard copy due to copyright restrictions; For related documents, see SE 029 412-414

Journal Cit-Connect; v1 n1 Jan 1976; v1 n2 Apr 1976; v1 n3 Sep 1976

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Involvement, *Environment, *Environmental Education, *Government Role, *International Education, International Organizations, *International Programs, International Relations, Natural Resources, *Newsletters, Public Policy

This collection of three environmental education newsletters includes activities and issues of international environmental education for 1976. The first issue contains discussion of the Belgrade Charter adopted at the International Environmental Education Workshop at Belgrade, October 1975. The second issue deals with regional plans, projects, and meetings; discusses the Belgrade Workshop recommendations; and reviews environmental education workshop experiments around the world. The third issue discusses the role of environmental education and the community. (RE)

ED 179 429 SO 012 093

Block, Karen K.
Educational Psychology: Linking Science to Design.
Pub Date-79
Note-32p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Design, *Educational Psychology, Educational Research, Experimental Psychology, Higher Education, Learning Theories, Literature Reviews, *Relationship, *Research Design, Research Needs, Research Problems, *Research Utilization, School Environment

This paper explores the concept of educational psychology as a linking science'' between (1) theory and research in psychology and learning and (2) the educational arena of the schools. A linking science is defined as a special structure that intervenes between scientific theory and practical application. The author's first major point is that a linking science is needed between psychology and education, but that traditional approaches of applying theory to practice are wrong. To substantiate her opinion, the author reviews the work of three experimental psychologists, A. W. Melton, K. W. Spence, and B. J. Underwood. Among their concerns is that classroom settings and individual differences confound the straightforward application of theories derived in controlled laboratory situations. The author's second major point is that researchers must be aware of the curriculum design problems for which their research will ultimately be applied. This will ensure useful relevance between the two fields, psychology and education, and will promote the success of educational psychology as a linking science. The paper concludes with a discussion of important areas for research that will assist the development of the linking science. (AV)

ED 179 022 UD 019 883

Boucouvalas, Marcie

Interface: Lifelong Learning and Community Education; Toward a Research Agenda. Research in Community Education, Research Report 79-104.

Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date-79

Note-82p.; Not available in paper copy due to reproduction quality of original document

Available from-Mid-Atlantic Center for Community Education, University of Virginia, School of Education, Ruffner Hall, Charlottesville, VA 22903 ($3.75)

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Learning, Community Cooperation, *Community Education, Community Involvement, *Continuous Learning, Experiential Learning, Individual Development, Postsecondary Education

Lifelong learning and community education are described in this report as concepts reflective of two rapidly evolving worldwide movements. Although the community is advocated as an important element in lifelong learning, and lifelong learning is seen as an integral part of community education endeavors, it is said that proponents of each movement have not had sufficient exposure to the research of the other group. Accordingly, this paper undertakes the following: (1) to briefly cover the essentials of each concept; (2) to examine common misconceptions; (3) to identify and describe some similarities and differences between the two concepts and movements; (4) to pose a number of questions which should serve to focus attention on critical areas; and (5) to present a proposed foundation for building a research agenda based on the essential features of both concepts. (Author/RLV)

ED 179 356 SE 028 772

Kennedy, Beth A. Fortner, Rosanne W.

Coastal Processes and Erosion, Student Guide and Teacher Guide. OEAGLS Investigation 7.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

Pub Date-Feb 79

Grant-NOAA-04-8-M-01-170; Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, Environmental Education, *Geology, Instructional Materials, *Oceanology, *Science Activities, Science Course Improvement Project, Science Curriculum, Science Education, Science Instruction, Secondary Education, Secondary School Science

Identifiers-*Oceanic Education Activ for Great Lakes Schools, Ohio Sea Grant

This investigation focuses on the major erosional forces affecting the shoreline which cause it to wear away and build up. The types of devices that protect the shoreline are also discussed. The investigation is presented in the form of a teachers' guide and a students' guide, both of which are included. In the teachers' guide, an overview of the material is followed by the objectives and procedures to use during the investigation. Materials and objectives are listed and suggestions are given on the approach to use. Transparency masters accompany the teachers' guide and instructions are included. Review questions are suggested. (SA)

ED 179 512 SP 014 922

Lewis, J. Richard

Can Learning Teams Improve Instructional Effectiveness?

Pub Date- 79
Note-16p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperation, *Group Activities, Learning Activities, *Small Group Instruction, Social Reinforcement, *Teaching Techniques, *Team Training

A teaching method is described in which students work together in small groups learning a subject as a team. In this method, the consequences of a student's performance affect all members of the team and therefore promote cooperation and positive reinforcement within the group. Four basic elements comprise this teaching strategy; teacher presentation (rules); peer practice (worksheet); individual evaluation (game/quiz); and public knowledge of performance (team summary sheet). A sample module that may be used to demonstrate this teaching method is included in this document. (JD)

ED 179 582 TM 009 866

Adult Student Assessment Resource Guide. Adult Competency Based Diploma Project.

Los Angeles Unified School District, Calif. Div. of Career and Continuing Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Note-74p.
Pub Type- Guides - General (050) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Tests, Administrative Problems, Adult Education, *Adult Students, Basic Skills, Criterion Referenced Tests, Diagnostic Tests, Group Tests, Minimum Competency Testing, Needs Assessment, Norm Referenced Tests, Public School Adult Education, *State Surveys, Student Placement, *Student Testing, Testing Problems, Test Reviews, Test Selection
Identifiers-California, *Test Bibliographies

Assessment instruments for use with adult learners are summarized; findings of a test use survey of 163 California districts serving adult students are given; and management techniques for administering large and small group tests are suggested. Forms for the evaluation of test instruments and for an assessment survey are appended. Tests reviewed in this publication are divided into three types: applied performance tests (APTs), norm referenced tests (NRTs), and criterion referenced tests (CRTs). For each assessment instrument, the following information is given: title, author, source, publication date, type, use, description, and management. Some results of the survey are: (1) not all respondents have a program of formal assessment; (2) less than half of those who do are dissatisfied with their evaluation program; (3) many need assistance with testing procedures or with the coordination of tasks and information among counselors, assessment personnel, teachers, and administrators; and (4) specific assessment needs occur in adult basic education, English as a second language, high school completion programs, competency based graduation requirements, and vocational and functional life skills program. (MH)

ED 179 314 PS 011 057

Priorities in Pre-School Education.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-79
Note-226p.
Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, NY 10012 (Paper, $11.00)
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Speeches/Meeting Papers (150)
Document Not Available from EDRS.
Descriptors-Disadvantaged Youth, Elementary Education, *Migrant Child Education, Migrant Children, *Preschool Children, *Preschool Education, Readiness, *Rural Education, Teacher Education
Identifiers-*Developmental Continuity, *Europe

This volume contains the texts of reports from four European symposia on pre-school education which were held under the auspices of the Council for Cultural Co-operation of the Council of Europe. The first two symposia were concerned with different aspects of links between preschool and primary education. The third symposium focused on the integration of migrants' children into pre-school education. Participants discussed how such education could help each migrant child and his family to become integrated members of the host community without causing them to lose the benefit of their native culture. The theme of the fourth symposium was preschool education for children who live in isolated rural areas. The importance of early social relationships outside the home, local culture, and teacher training were discussed. Each report includes addresses, lectures, presentation of research, reports of working groups, recommendations, and a list of participants. (Author/SS)

ED 179 448 SO 012 148

Ellison, Jack

The Emergence of Civilization Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-64
Note-133p.; For a related document, see SO 012 147
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Ancient History, *Anthropology, History Instruction, *Non Western Civilization, *Problem Solving, Secondary Education, Social Studies, *Theories, *Western Civilization
Identifiers-*Anthropology Curriculum Study Project, China, Egypt, Indus Valley, Mesopotamia, Peru

This secondary level anthropology textbook emphasizes the comparison of the patterns of culture change which resulted in complex societies (civilizations) in six different areas around the world. The textbook stresses problem-solving and is centered around three questions: In what manner and through what stages did these civilizations evolve? What characteristics of each region promoted this emergence? and What is civilization? The readings are presented in five separately bound books. Book I, The Emergence of Civilization, includes introductory information; a discussion of the prelude to civilization, the agricultural revolution; and examinations of Mesopotamia and Peru as case studies in the emergence of civilization. Titles of case studies (Books II through VI) bound with include: The Civilization of the Pyramids: Egypt;'' An Enigmatic Civilization: The Indus Valley;'' Bronze Vessels and Oracle Bones;'' Civilization Develops in China;'' Priests and Warriors, Builders and Sculptors, Mathematicians and Astronomers: The Civilization of Middle America;'' and Thinking about the Growth of Civilization: New Evidence and New Understanding''. A handbook for teachers (SO 012 147) accompanies the textbook and provides sypplementary readings, daily schedules, commentary on the material, homework assignments, and class activities. (KC)

ED 179 487 SO 012 216

van der Tak, Jean, Ed. And Others

Our Population Predicament: A New Look.

Population Reference Bureau, Inc., Washington, D.C.
Pub Date-Dec 79
Note-52p.
Available from-Circulation Department, Population Reference Bureau, Inc., 1337 Connecticut Avenue N.W., Washington, D.C. 20036 ($2.00, quantity discounts available)
Journal Cit-Population Bulletin; v34 n5 Dec 1979
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adult Education, *Demography, Depleted Resources, Developed Nations, Developing Nations, Family Planning, Global Approach, Population Distribution, *Population Growth, *Population Trends, Secondary Education, *World Problems
Identifiers-China

This Bulletin updates the story of world population presented in 1971, Man's Population Predicament.'' Estimated at half a billion in 1650, world population reached 2 billion in 1930, 4 billion in 1975, and is projected to be about 6 billion in 2000. Most of today's rapid growth is occurring among people living in less developed countries where the post-World War II gap between high birth rates and falling death rates has only recently begun to narrow. This growth, coupled with high consumption in developed countries, is putting pressures on the resources, environment, and social fabric of the earth. New evidence on Europe's demographic transition and from China, Indonesia, and Thailand in the 1970s suggests that well-designed family planning programs can speed fertility decline but rapid worldwide attainment of replacement-level fertility will also require special development efforts. Current projections for the world's ultimate peak population range from 8 billion in the mid-21st century to 11 billion about 2125, depending on when replacement-level fertility is reached. China's drive for a drastic birth rate reduction and the oil crisis might change fertility behavior more rapidly than most demographers have heretofore thought likely. Numerous graphs and tables illustrate the report. (Author)

ED 179 539 SP 015 223

State Facilitator Profiles, Fifth Edition.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-300-77-0415
Note-99p.
Pub Type- Guides - General (050) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Programs, Information Dissemination, *Program Content, *Program Costs, *Program Guides, Program Validation, State Programs, *Validated Programs
Identifiers-*National Diffusion Network, National Diffusion Network Programs

This catalogue provides current information on State Facilitator projects on educational programs in all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. The one-page descriptions outline services, funds available, and activities of each project. Staff members are listed by name, title, responsibilities, and percentage of time spent on State Facilitator operations. The availability of additional information on these programs is discussed in the appendix. (JD)

ED 179 603 TM 010 025

DeLorme, Hsuan L. And Others

Pupil-Perceived Needs Assessment Package.

Research for Better Schools, Inc., Philadelphia, Pa.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 74
Contract-NE-C-00-3-0089
Note-197p.
Available from-Research for Better Schools, Inc., 444 North Third Street, Philadelphia, PA 19123 ($15.00)
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Attitude Tests, Cocurricular Activities, Curriculum Evaluation, Data Processing, Educational Assessment, Elementary Secondary Education, Guidelines, *Needs Assessment, Perception, Questionnaires, Rating Scales, Sampling, *Student Attitudes, *Student Needs, Student Opinion, Student Testing, *Test Construction, Test Items
Identifiers-*Pupil Perceived Needs Assessment

The Pupil-Perceived Needs Assessment (PPNA) is designed to assist school personnel in collecting information on pupil attitudes, reactions, and feelings towards new and existing curricular and extracurricular programs or towards education in general, and to assess pupils' needs from the pupils' perspective. The package is not meant to be used as an evaluation tool nor as the sole basis for planning program changes. It is recommended that PPNA be used with other data (such as pupil academic performance, and supplementary data from other groups, such as parents, teachers, or state policy makers), and that school district personnel determine the relative weight of all data collected. A questionnaire is usually recommended for use in collecting student data; time, cost, and personnel are factors to be considered in undertaking PPNA. The tasks involved in PPNA are described: developing, administering, processing, analyzing, and reporting PPNA data. Activities and instructions for developing a PPNA program are detailed. (MH)

ED 179 663 UD 020 017

Hunt, Neen, Ed. Holt, Ben, Ed.

The Dropout Report: Number of Dropouts, Current Responses, Recommendations.

New York City Public Schools, Brooklyn, N.Y.
Pub Date-16 Oct 79
Note-58p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Administrator Responsibility, Dropout Prevention, *Dropout Programs, *Dropouts, *Educational Policy, Failure Factors, *School Responsibility, Secondary Education, *Teacher Responsibility
Identifiers-*New York (New York)

Despite the difficulty inherent in counting dropouts, it can be estimated that about 45 percent of the ninth graders in New York City public high schools drop out before completing their high school education. These dropouts, characteristically, have experienced academic failure and will probably continue to experience failure after they leave school. Several studies help to explain why students drop out. Reasons include academic failure, boredom, alienation or lack of motivation, personal or home problems, and language difficulties. The school system itself also contributes to the problem by not responding adequately to the vulnerable student. Some programs do exist for preventing students from leaving school and assisting dropouts to return. There is a need for more of these programs in the lower grades, however, and for more extensive services in the high schools. The Chancellor's attendance and promotional policies, the High School Division outreach policy, a Board-wide task force on Regents Competency Tests, and a new high school admissions policy are changes which should be able to reduce the dropout rate. In addition, a number of new programs that would help to identify future dropouts and bring past dropouts back into the educational system could be immediately implemented. (Author/GC)

ED 179 333 RC 011 704

1978 Annual Report - Appalachian Regional Commission.

Spons Agency-Appalachian Regional Commission, Washington, D.C.
Pub Date-30 Sep 78
Note-183p.; Not available in paper copy due to colored pages; For related document, see ED 156 392
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from ERIC.
Descriptors-Child Development, *Community Development, *Economic Development, Educational Facilities, Energy, Evaluation, *Financial Support, Health Services, Housing, *Human Services, Natural Resources, Organizations (Groups), Program Coordination, *Program Descriptions, Regional Planning, Research, Rural Clinics, *Rural Development, Transportation
Identifiers-*Appalachia

Narrative text, tables, maps, and photographs present an overview of the Appalachian Regional Commission's (ARC) activities in fiscal year 1978, their past achievements, and goals for the future. The report discusses major accomplishments of 1978: nearly 56% (1700 miles) of the Appalachian Development Highways System was completed or under construction, 102 water and sewer projects were approved helping to alleviate a major public facility need, $6 million was approved for housing programs in nine states, 259 primary health care clinics were certified for reimbursement under Medicare and Medicaid, 88 vocational education projects were funded, 52 of the 69 local development districts were using the areawide action program thereby coordinating their districts' planning and development activities. Separate chapters summarize projects in the areas of transportation; community development and housing; enterprise development; energy, environment, and natural resources; and human development (health, education, and child development). The role of multicounty planning agencies, the involvement of local citizens, and the planning and research activities of the ARC are outlined. Appendices contain total project funds approved in fiscal year 1978 for each of the 13 Appalachian states and a directory of local planning districts. (JH)

ED 179 382 SE 029 129

Manpower Development in Toxicology. EURO Reports and Studies, No. 9.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
Pub Date-79
Note-26p.; Report on a World Health Organization Consultation (Copenhagen, Denmark, December 11-15, 1978)
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agricultural Supplies, *Ecological Factors, *Environment, Fertilizers, Health, Industrialization, Manpower Needs, Pesticides, *Pollution, Professional Education, *Public Health, *Science Education, Technology, Waste Disposal, Wastes, Water Pollution Control
Identifiers-*Toxic Substances, World Health Organization

This report addresses the widely held view that currently available literature in toxicology is inadequate in that there is a need to identify manpower deficiencies in this field and to suggest means to correct these deficiencies. It contains a list of specific recommendations including the organization of a working group, sponsored by the World Health Organization Regional Office for Europe, to discuss the design of model programs for teaching basic toxicology to physicians, scientists, and related specialists. (Author/RE)

ED 179 407 SE 029 412

Barry, Joseph, Ed.

Connect, Unesco-UNEP Environmental Education Newsletter, Vol. II, No. 2, July 1977.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-Jul 77

Note-9p.; Not available in hard copy due to copyright restrictions; For related documents, see SE 029 411-414

Journal Cit-Connect; v2 n2 Jul 1977

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Environment, *Environmental Education, *Government Role, *Information Dissemination, International Education, International Organizations, *International Programs, International Relations, Natural Resources, *Newsletters, Planning, Public Policy

This newsletter on environmental education discusses the Intergovernmental Conference on Environmental Education held in Tbilisi, USSR in October, 1977. Presented are accounts of the preparations and consultations relative to the conference. A provisional agenda and discussion thereof is presented. Also included in the newsletter are analyses of meetings on environmental education held in various regions of the world. A review of an annotated bibliography of world environmental education trends, published by the International Bureau of Education, is included. (RE)

ED 179 513 SP 014 930

Lehr, Judy Brown

Staff Development Needs in Middle and Junior High Schools That Individualize Instruction.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Report No.-WRDCIS-TR-519

Pub Date-Jun 79

Contract-OB-NIE-G-78-0217

Note-207p.

Pub Type- Reports - Research (143) - Dissertations/Theses (040)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Individualized Instruction, *Inservice Teacher Education, *Instructional Improvement, Junior High Schools, Middle Schools, Needs Assessment, Principals, *Program Development, *Staff Improvement, Student Motivation, *Teacher Attitudes

The perceived staff development needs and preferences of teachers in selected middle and junior high schools involved in individualized schooling were the topics of this research. Inservice education strategies preferred by teachers and principals were identified and functional and dysfunctional aspects of programs analyzed. A field study methodology was used employing visits to schools and interviews with school personnel following their response to uniformly administered questionnaires. Findings indicated that identification of needed inservice activities and preferences for design of inservice programs varied according to individual differences among teachers with considerable variation between the perceptions of the principals of the schools and those of the teachers. Methods for improving staff development are considered, and suggestions for further research are made. A copy of the instrument used is appended. (JD)

Sands, William A.
Computer Assisted Reference Locator (CARL) System: An Overview.
Pub Date-78
Note-22p.; Paper presented at the Annual Meeting of the Military Testing Association (20th, Oklahoma City, OK, October 30-November 3, 1978)
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bibliographic Citations, Cataloging, Computer Programs, *Electronic Data Processing, *Indexing, *Information Retrieval, Information Storage, *Information Systems, Search Strategies
Identifiers-*Computer Assisted Reference Locator, Computer Searches

The Computer Assisted Reference Locator (CARL) is a computer-based information retrieval system which uses coordinate indexing. Objectives established in designing the system are: (1) simplicity of reference query and retrieval; (2) ease of system maintenance; and (3) adaptability for alternative computer systems. The source documents input into the system are not limited to published materials but could include such documents or files as lecture notes, documentation for computer programs, printed advertisements, equipment brochures, print or slide collections, and record or tape collections. The retrieval system could be adapted for home or personal use as well as for professional use. Data are input by keypunching, and include four types of entries: (1) header author, year of publication, and first letter of title; (2) bibliographic citation; (3) author; and (4) subject keywords which are based on a controlled vocabulary and may include eighteen characters in length. The computer programs used for input preparation provide editing, sorting of cards, duplicating, and printing of keyword lists. Three systems programs are used for adding to the data base, query-retrieval, and change/maintenance. (MH)

ED 179 623 UD 019 901

Drake, Albert E.
Manpower Status of Selected Health Professions for the State of Alabama.
Alabama Univ., University. Inst. of Higher Education Research and Services.
Pub Date-Aug 74
Note-27p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, *Blacks, Black Students, *Equal Opportunities (Jobs), *Health Occupations, *Health Occupations Education, *Health Personnel, Paramedical Occupations, Statistical Data
Identifiers-*Alabama

The purpose of this study is to provide information on the number and racial composition of students and workers in selected health care professions in the State of Alabama, and to analyze these data. Professions covered include dentistry, dental hygiene, nursing, medicine, medical technology, and occupational therapy. A description of how data were obtained is included. An analysis of the data includes statistical information. Five tables of data supplement this analysis. Conclusions of the study include the following: (1) there is a shortage of blacks in all but the lowest level of the health care professions; (2) the longer the educational process, the smaller the percentage of blacks entering into the profession; (3) training programs in educational institutions have a higher percentage of blacks than at hospitals or in apprenticeship type programs; and (4) at the lower professional levels, blacks have been trained mainly at formerly all black institutions. It is noted that exceptions to these observations exist. (Author/PMR)

ED 179 043 UD 019 974

Gifford, Bernard R.

School Finance Reform: The Case for Urban Schools.

Russell Sage Foundation, New York, N.Y.
Pub Date-Mar 78
Note-26p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Ontario, Canada, March, 1978)
Pub Type- Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*City Problems, *Court Cases, *Educational Finance, Elementary Secondary Education, Finance Reform, Politics, *Resource Allocations, *State Aid, Suburban Schools, Tax Allocation, Urban Areas, *Urban Schools
Identifiers-*Levittown v Nyquist, New York

The Levittown v Nyquist court case is bound to have serious repercussions for New York State. In dispute is the legality of the State's system for financing elementary and secondary education. The case was initiated in 1974 by Levittown and 24 other suburban and rural school districts who claimed to be unable to generate an adequate level of local revenue. The plaintiffs assert that the State formula for aid to schools does not compensate for uneven distribution of wealth. After the suit was filed, the school boards of the State's four largest cities, New York City, Buffalo, Rochester, and Syracuse, entered the lawsuit as intervenors, charging that the State's distribution formula does not provide equal education to all because it ignores educational problems unique to urbank localities. The intervenors assert that by measuring local capacity to support public education solely in terms of `` property value per pupil in attendance,'' the State formula treats large cities as `` wealthy'' and less deserving of aid. They argue that in fact, city districts do not have adequate resources for their public education programs. This is the first lawsuit to call for a redress of alleged inequalities in distribution schemes that result in reduced aid for large urban school districts. Whatever the outcome of the court case, politics will play a major role in the process of State financial reform. (Author/RLV)

ED 179 275 JC 800 025

Miller, Carol F.

American Civilization Popular Culture.

Saint Louis Community Coll. at Meramec, Kirkwood, Mo.

Pub Date- 75

Note-100p.

Pub Type- Guides - Classroom - Learner (051) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*American Culture, American Literature, Architecture, Communication (Thought Transfer), Community Colleges, *Course Content, *Course Objectives, *Curriculum Guides, Family Life, *Junior Colleges, Music, Mythology, *Popular Culture, Recreational Activities, Religion, Rural Urban Differences, Sex Role, Social Problems, Visual Arts

This syllabus introduces the purposes and organization of a course on Popular Culture as evidence of American civilization offered at Meramec Community College. The guide first presents a rationale for the study of popular culture and then lists course requirements; discusses techniques such as comparative analysis and psychoanalytic investigation used in the study of popular culture; outlines relevant historical periods; and cites definitions of popular culture. A glossary for the course is followed by a list of possible topics for a research project. An outline is then presented of the elements of each of the 14 course topics and the objectives for each topic: (1) Faith and Religion, (2) The Land and What We Build, (3) Mythology, (4) Men and Women, (5) Heroes American Style, (6) Villains, (7) Communications, (8) Our Literature, (9) Our Music The Popular Song, (10) The Visual Arts, (11) Transportation, (12) Gimmicks and Gadgets, (13) Recreation, and (14) Hang-Ups. The guide concludes with a selected bibliography of periodicals and one of monographs grouped according to the 14 topics. (JP)

ED 179 294 PS 011 028

Hoffman, Martin L.

Development of Empathy and Altruism.

Pub Date-Sep 79
Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Affective Behavior, Altruism, *Arousal Patterns, Association (Psychological), Children, Cognitive Development, Conditioning, *Empathy, Infants, *Models, *Motivation, Perspective Taking, *Prosocial Behavior, Socialization

A developmental model for an empathy-based prosocial motive is presented. The framework of the model is presented in terms of three components of empathy. The first component, empathic affective arousal, is discussed and six involuntary psychological mechanisms which underlie it are described briefly. These mechanisms, in the order in which they appear developmentally, include: reactive newborn cry, conditioning, association, mimicry, symbolic association, and role-taking. The cognitive-transformational component of empathy is discussed next and four levels of empathic response are described that result from the coalescence of empathic affect and the cognitive sense of the other. These levels are: (1) global empathic distress, (2) empathic distress which is experienced with the awareness that another person and not the self is the victim, (3) empathic distress which is experienced with the awareness that other people's feelings are based on their own reaction to events and are independent of self feelings, and (4) empathically aroused affect which can be aroused by the plight of an entire group or class of people. The third component of empathy discussed is the motivational component. Altruistic or prosocial motivation refers to the behavioral disposition of a person experiencing empathic distress to do something to relieve the victim's distress. Socialization experiences which will increase a child's empathic abilities are discussed and relevant research is summarized. The question of whether a motive to help others is a part of human nature is discussed. (JMB)

ED 179 430 SO 012 108

Long, Samuel

An Integrated Social Deprivation-Political Reality Model of Political Alienation: Black-White Adolescent Comparisons.

Pub Date-79
Note-52p.; Paper presented at Annual Meeting of the American Sociological Association (Boston, MA, August 27-31, 1979)
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Blacks, Caucasians, Measurement Techniques, *Models, *Political Attitudes, *Racial Differences, Research Methodology, Self Concept, *Social Attitudes, Social Disadvantagement, Social Science Research, *Student Alienation

The document reports results of a study which integrated two models of political alienation the social deprivation and the political reality models. The social deprivation model was originally conceived to measure feelings of social inefficacy and political distrust among black preadults. It is argued that the model is equally pertinent to white and adult populations. The political reality model predicts a direct association between critical-threatening perceptions of the sociopolitical system and feelings of political inefficacy, discontent, cynicism, and estrangement. A random sample of 460 white and black senior high schools students in Evansville, Indiana, responded to a self-administered questionnaire. A majority of the sample was female (52%) and white(91%). Three major findings resulted. First, predicted differences between white and black adolescents regarding levels of perceived social deprivation, perceived self-competence, critical-threatening perceptions of sociopolitical reality, and feelings of political alienation do not occur. Second, predicted correlations between variables in the model received little empirical support for either racial group. Third, in predicting levels of perceived political alienation, the social deprivation-political reality model seems more applicable to white than to black adolescents. (Author/KC)

ED 179 468 SO 012 175

Turner, Mary Jane

Law in the Classroom. Activities and Resources.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Contract-400-78-0006
Note-333p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($17.00)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Citizenship, Civil Rights, Consumer Education, Court Cases, Criminal Law, Elementary Secondary Education, Environmental Education, Field Trips, Justice, *Learning Activities, *Legal Education, Police Action, *Resource Materials, Simulation, Social Studies
Identifiers-Information Analysis Products

This K-12 handbook is designed for law and justice professionals who serve as resource persons and for classroom teachers in working with resource persons. The book consists of four parts. The introduction provides an overview, explains use of the handbook, presents information on using the community as a teaching resource, and provides a checklist for a classroom visit. Part II explains a variety of strategies designed to actively involve students. Strategies include case studies, mock trials, moot courts, brainstorming, dilemmas, surveys, police activities, and field trips. For each strategy, procedural guidelines, instructions for implementation, and several law-related examples are outlined. The third section includes activities for programs focusing on introduction to law, individual rights, criminal law, and civil law. The sections on individual law and civil law are broken down into the subcategories of freedom of speech, search and seizure, family law, and environmental law. The activities in both Parts II and III include 65 reproducible student handouts. Part IV suggests additional resources such as print materials for students, teachers, and resource persons; media kits; and filmstrips, games, and simulations. (KC)

ED 170 315 PS 011 058

Grow, Lucille J.
Early Childrearing by Young Mothers: A Research Study.
Child Welfare League of America, Inc., New York, N.Y.
Spons Agency-Children's Bureau (DHEW), Washington, D.C.
Pub Date-79
Grant-OCD-CB-456
Note-186p.
Available from-Publication Service, Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Paper, $8.95)
Pub Type- Reports - Research (143)
Document Not Available from EDRS.
Descriptors-*Adjustment (to Environment), Child Development, *Child Rearing, Demography, Emotional Adjustment, Infants, Interviews, *Marital Status, Neonates, *Parental Background, *Parent Attitudes, Personal Adjustment, *Preschool Children, Self Esteem, Unwed Mothers

The deleterious effects of childrearing out of wedlock were explored in this study to see if the disadvantages reported at an earlier time still exist. The relationship between the mother's marital status at the time of the baby's birth, her age and other maternal characteristics, experiences and attitudes, and the subsequent well-being of mother and child were examined for 440 white, primaparous women under 25 years of age. The mothers were interviewed in their homes when their children were 1 month, 1 1/2 years, and 3 years old. The interview schedules explored various aspects of the mother's past and current experiences and her social and emotional adjustment. The Rosenberg Self-Esteem Scale and the Thomas-Zander Ego Strength Scale were administered to the mother. The child's adjustment was assessed through the mother's responses to questions from the Louisville Behavior Check List. A series of independent variables, including demographic characteristics of the mothers as well as personality and health variables, were then related to each of the outcome measures. Results showed that although the unwed mothers were less educated, less enthusiastic about motherhood during their pregnancy and less prepared for motherhood than their married counterparts, their marital status had little impact on the development and adjustment of their children. Other findings are discussed in detail. (JMB)

Fortner, Rosanne Rail, Gabriele

Yellow Perch in Lake Erie, Student Guide and Teacher Guide. OEAGLS Investigation 9.

Ohio State Univ., Columbus. Research Foundation.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
Pub Date-May 79
Grant-NOAA-04-8-M-01-170; Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development, *Educational Games, Environmental Education, Geology, Instructional Materials, Natural Resources, *Oceanology, *Science Activities, Science Course Improvement Project, Science Curriculum, Science Education, Science Instruction, Secondary Education, Secondary School Science, *Wildlife Management, Zoology
Identifiers-*Oceanic Education Activ for Great Lakes Schools, Ohio Sea Grant

This investigation focuses on the life cycle of the yellow perch, the factors which can affect perch populations at each stage of the life cycle, and the methods used to manage Lake Erie perch populations. The investigation is presented in the form of a teachers' guide and a students' guide. It consists of two games related to the management of perch. The first game introduces the perch life cycle and forces which act on the population. The second game presents roles for the student to assume in a group planning situation for development of perch management policy for Lake Erie. An overview is given, followed by the prerequisite student background for success in the lesson. Necessary materials are listed. (Author/SA)

ED 179 383 SE 029 185

Trotter, Barbara And Others

Internal Formative Evaluation of Graduate Level Science Education at Temple University. Research Report.

Temple Univ., Philadelphia, Pa.
Pub Date-Jul 79
Note-83p.; Contains occasional light and broken type
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-College Graduates, College Programs, *Degree Requirements, Doctoral Degrees, *Educational Research, Evaluation, Graduates, *Graduate Study, Higher Education, Masters Degrees, *Program Evaluation, *Science Education

This study focuses on an evaluation of the graduate programs designed to prepare science educators at Temple University. An opinionnaire, which consists of 20 statements reflecting the Science Education faculty's positions on certain aims of the graduate program, was developed for this study. This opinionnaire was distributed to the faculty and to four other groups which included graduates of the doctoral program, doctoral students at the time of the study, masters degree program graduates, and students enrolled in the masters program. Demographic data were also collected from the different groups. The analysis of the data showed that a high degree of agreement existed among the five groups in the way they viewed the aims or standards and the actual performance of the Science Education graduate program at Temple University. (HM)

ED 179 540 SP 015 230

Developing a School-Community Partnership.
Malden - Wheelock Teacher Corps Collaborative, Boston, Mass.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-79
Note-24p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, *Family Involvement, Low Income Groups, Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, *Problem Solving, *Program Development
Identifiers-*Teacher Corps

A Teacher Corps project designed to improve the quality of education in a school serving a predominantly low income area is described. The major goal of this program was to bring about close ties between the school and the community by involving students' parents in active work with the teachers. One development that evolved from this effort was a number of adult education courses for parents conducted in the school in the evenings. (JD)

ED 179 583 TM 009 870

Skoczylas, Rudolph V.

Spanish Phonemic Unit Production Test.

Pub Date-72

Note-4p.

Available from-R. V. Skoczylas, 7649 Santa Inez Court, Gilroy, CA 95020 ($0.50 ea.; 20 test forms, $3.00; cassette tape, $4.00)

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Auditory Perception, Elementary Secondary Education, Higher Education, *Language Tests, Phonemes, *Pronunciation, *Spanish, Speech Skills, Test Reliability, Test Validity

Identifiers-*Spanish Phonemic Unit Production Test

A test was constructed to measure a person's ability to produce Spanish sounds which are considered difficult but which must be mastered for fluency in Spanish. The test was used with learners from kindergarten to college. It was consensually validated by a panel of bilingual specialists after analyzing it according to contrastive analysis procedures applied to English and Spanish. A reliability estimate was determined by testing 57 Spanish-speaking first grade students, both native and non-native speakers, from rural low- to middle-income families. Test-retest reliability was .76. (The 1972 revision of the test is included; it has two sets of 20 sentences which are read orally and repeated by the student. This test form also serves as a scoring sheet.) (MH)

ED 179 408 SE 029 413

Barry, Joseph, Ed.

Connect, Unesco-UNEP Environmental Education Newsletter, Vol. III, Nos. 1, 2, 3, 4. January, May, September, December 1978.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-78

Note-33p.; Not available in hard copy due to copyright restrictions; For related documents, see SE 029 411-414

Journal Cit-Connect; v3 n1 Jan 1978; v3 n2 May 1978; v3 n3 Sep 1978; v3 n4 Dec 1978

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Environment, *Environmental Education, *Government Role, *International Education, International Organizations, *International Programs, International Relations, Natural Resources, *Newsletters, Public Policy

This collection of environmental education newsletters encompasses the issues published in 1978. The main topic covered in the first issue of the collection is the First Intergovernmental Conference on Environmental Education held in Tbilisi, USSR in October, 1977. The Tbilisi declaration resulting from that conference is discussed. The second issue presents brief descriptions of pilot projects in environmental education from various regions of the world. The third issue includes developments in national environmental education policy within selected nations following the Tbilisi conference. The fourth issue presents the International Environmental Education Activities proposed for 1979-80. (RE)

ED 179 449 SO 012 149

Redfield, Robert

Education and the Social Sciences.

Spons Agency-American Anthropological Association, Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date-Apr 64

Note-32p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Anthropology, *Cultural Awareness, Educational Needs, Elementary Secondary Education, Higher Education, *Social Science Research, Social Studies, Teacher Education, Teacher Role

Identifiers-*Anthropology Curriculum Study Project, *Educational Role

The document contains three essays, written in the 1940s, about the role of the social studies in general education. The first considers the significance of social science research. An understanding of what is involved when a social problem is studied scientifically is a major element in modern general education. Also, every student should know that there is a social science as distinct from common-sense knowledge about society and social reform. Direct participation of students and teachers in social science research is suggested. The second essay discusses the significance of the concept of an integrated culture to education. An integrated culture is one in which all parts (customs, institutions) contribute to the functioning of the whole. One contribution is that the student can understand that human beings are reared in societies with ways of life characteristic of that society. The significance of the concept to teachers is that teaching itself is an element in an integrated society. Also, in a modern, non-integrated society, the teacher is the perpetrator of old integration and a builder of the power to meet disintegration. The third essay briefly discusses two elements of general education provided by the social studies and concentrates on a third. The first two are historical knowledge of the development of our values and analytical understanding of facts and assumption relevant to reasoned convictions. The third is the analysis of social concepts. This element may be realized through the study of a specific culture. The essay concludes with suggestions for implementing such a study. (KC)

ED 179 488 SO 012 220

Curtis, Charles K.

Investigating Community Problems with Classes of Slow-Learning and Non-Academic Students.

Pub Date-79

Note-28p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (59th, Portland, OR, November 21-24, 1979)

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Citizenship, *Community Problems, Comparative Education, Curriculum Development, Educational Innovation, Educational Objectives, Educational Research, Field Studies, Housing, *Inquiry Training, Low Achievers, *Research Methodology, Secondary Education, *Slow Learners, *Social Science Research, Social Studies, Student Characteristics

Identifiers-Canada

A project is described in which slow learning high school students in British Columbia investigated community housing problems. The objective of the project was to show how investigation of contemporary community problems can help slow learning students develop knowledge, skills, and attitudes conducive to responsible citizenship. Methodology involved assessing how a study of community housing problems influenced 225 slow learning students' interest in contemporary problems, attitudes toward fundamental freedoms, open-mindedness, critical thinking skills, self-esteem, and reading comprehension. Students participating in the experiment were involved in reading assignments, field studies, interviews with community resource people, and surveying housing needs and costs. Statistical analysis of pre- and posttest differences between students in experimental groups and in control groups using more traditional curricula indicated that the community investigation project was well received by students and that participation in the project encouraged students to read and understand newspaper headlines, be less dogmatic, think more critically, and improve their self-esteem. On the basis of this project, it was concluded that slow learners can conduct, enjoy, and benefit from studies into problems of the local community and that community problems can provide a suitable pedagogical environment for developing citizen-related competencies. (DB)

ED 179 583 TM 009 838

Boldt, R. F.

Some Implications of Commercial Test Normings for Mobilization Surveys.

Pub Date-Nov 78
Note-8p.; Paper presented at the annual meeting of the Military Testing Association (20th, Oklahoma City, OK, October 30-November 3, 1978)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bias, Data Collection, Educational Research, Motivation, *National Norms, *National Surveys, Research Design, *Research Problems, *Response Style (Tests), *Sampling, *School Involvement, Statistical Data, Statistical Surveys, Testing

Problems of obtaining a representative sample for a national survey are discussed, and the experiences of Educational Testing Service are used as examples of some methods used to cope with these problems. It is suggested that researchers: (1) capitalize on some existing program; (2) establish in the minds of the possible examinees and the possible participating schools or sampling units that they have a stake in the enterprise because of what they do; (3) sample as many sources as possible, consistent with the cost and requirements of the rest of the job; and (4) make provisions for collecting easily supplied data from everybody who was first contacted, follow up with those who don't cooperate, find out why, and modify procedures to include the nonrespondents. These procedures are suggested to be crucial in educational research, involving national surveys. (Author/CTM)

ED 179 604 TM 010 028

Report of Student Performance 1978. North Carolina Competency Test Program.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date-78
Note-45p.; Prepared through the Division of Research
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educable Mentally Handicapped, Grade 11, Graduation Requirements, High School Students, Learning Disabilities, *Minimum Competency Testing, Private Schools, Public Schools, *Reading Tests, *Secondary School Mathematics, Senior High Schools, Special Programs, State Legislation, State Programs, *Testing Programs, *Test Results
Identifiers-*North Carolina, Senior High Assessment of Reading Performance, Test of Performance in Computational Skills

The results are reported of the North Carolina Competency Testing Program. The Senior High Assessment of Reading Performance (SHARP) and the Test of Performance in Computational Skills (TOPICS), modified for the North Carolina program, have been administered to eleventh-grade students in public, nonpublic, federal, and special schools. Both tests must be passed for graduation from high school. Among the conclusions drawn from the 1978 testing program are: 90 percent of public school students passed the reading test; 85 percent of this group passed the mathematics test; 98 percent of nonpublic school students passed both tests, although 45 percent of nonpublic schools did not participate; a direct relationship exists between failure rates and the educational levels of students' parents; 12 percent of educable mentally retarded passed the reading test and 7 percent passed mathematics; of the learning disabled, 56 percent passed reading and 47 percent passed mathematics; approximately 50 percent of the students who failed either the reading or mathematics portion of the test also failed both subject areas of the test. A detailed breakdown of performance by schools is appended. (MH)

ED 179 004 UD 020 018

Fox, Robert A. Hurwitz, Ted

An Evaluation of the 1977-1978 Title I ESEA Program for Community School District No. 4.

New York City Board of Education, Brooklyn, N.Y. Div. of Funded Programs.

Pub Date-Jul 78

Note-104p.; Not available in paper copy due to reproduction quality of original document

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Bilingual Education, Compensatory Education, Elementary Schools, Elementary Secondary Education, *English (Second Language), Junior High Schools, *Mathematics Education, Paraprofessional School Personnel, Private Schools, *Program Evaluation, Public Schools, *Reading Programs, Teacher Role

Identifiers-*Elementary Secondary Education Act Title I, *New York (New York)

This evaluation focuses on Title I programs implemented in 26 public and private schools in Community School District 4, a predominantly Hispanic and black district located on Manhattan's upper east side. The various programs examined include: (1) the High Intensity Learning System Reading Program for elementary and junior high grades; (2) the THINK program (comprising reading instruction and language analysis) in junior high schools; and (3) reading, English as a Second Language, and mathematics programs implemented in the six private schools receiving funds. Each program is described in terms of objectives, target population, staffing and strategies. Evaluation procedures are discussed. Findings from observations, interviews, and questionnaires and data on student achievement gains under the different programs are also presented. Appended to the report are copies of observation checklists used in the evaluation, questionnaires administered to teachers and paraprofessionals, and an analysis of the evaluation's historical regression design. (GC)

ED 179 278 JC 800 028

Mahon, Jack

The Economic Impact of Bucks County Community College on the Local Economy During Fiscal Year 1978-79.

Bucks County Community Coll., Newtown, Pa. Office of Institutional Research.

Pub Date-Oct 79

Note-17p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Benefits, Community Colleges, *Educational Economics, Educational Finance, *Expenditures, Financial Support, *Junior Colleges, Operating Expenses, Property Taxes, Salaries, School Community Relationship, Student Financial Aid, Veterans

Identifiers-*Economic Impact Studies

The effects of Bucks County Community College (BCCC) on the local economy during fiscal year (FY) 1979 were investigated in terms of the monies spent in operating BCCC through purchases of goods and services, salaries to college employees, student financial aid expenditures, veterans' benefits, and property taxes paid by college employees, as well as jobs generated as a result of these expenditures. The study revealed that BCCC generated approximately $8 million in local business volume, about 75% of which was directly attributable to BCCC through the expenditures of the college, its employees, and students. The remaining $2 million was generated by the added local business volume stimulated by the expenditure of college-related income. BCCC collected $13,959,804 in revenues in FY 1979; of this, Bucks County contributed $3.3 million. Of the $4,744,027 spent on the purchase of goods and services, $454,556

ED 179 334 RC 011 706

Children's Programs in Appalachian States. Conference on Raising a New Generation in Appalachia (Asheville, North Carolina, November 14-17, 1978).

Appalachian Regional Commission, Washington, D.C.
Pub Date-14 Nov 78
Note-81p.
Pub Type-Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Child Abuse, Child Care Centers, Child Development Centers, *Children, Community Involvement, Day Care Services, Delivery Systems, *Demonstration Programs, *Educational Programs, Exceptional Child Services, *Health Services, *Human Services, Infants, Intervention, Mental Health Programs, Parenthood Education, Perinatal Influences, Prenatal Influences, Preschool Programs, Prevention, Preventive Medicine, Referral, *Rural Areas, State Programs
Identifiers-*Appalachia

Each of the 13 Appalachian states has described its overall program for children as well as some particularly innovative projects funded with assistance from the Appalachian Regional Commission. Reports are presented alphabetically by state with introductory comments from the state's governor prefacing each report. The programs for children, designed to meet the perceived needs of local communities, cover a wide range of concerns including nutrition, health care, soundness of child care, psychological well-being, early intervention and detection of physically or mentally handicapping conditions, and information and referral activities. Among the sponsoring agencies are associations for

ED 179 431 SO 012 110

Stahl, Robert J.
Validating a Values/Moral Education Model Within Content-Centered Classroom Settings.
Arizona State Univ., Tempe.
Pub Date-79
Note-18p.; Paper presented at Annual Meeting of the Rocky Mountain Educational Research Association (Tucson, AZ, September, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Changing Attitudes, Data Analysis, Decision Making, Educational Research, Grade 11, Models, Moral Values, Research Methodology, *Retention, Secondary Education, *Social Science Research, *Student Attitudes, *Values

The paper reports on a research study investigating the attitudinal and content retention effects of a proposed values/moral education model. The research focuses on four components: 1) appropriate research designs consistent with the model used, 2) appropriate, reliable, and valid posttest attitude tests consistent with the expressed goals and aims of the model used, 3) appropriate statistical analysis linked to the design and data being used, and 4) appropriate claims made for the materials and model used based upon the data reported. Studies in the area of values/moral education have come under increasing criticism because of a number of problems with the research design, treatments, instrumentation, and statistical analyses. This study sought to obtain and examine content and attitude product variables related to the expected outcomes of the use of values dilemma activities based upon the

ED 179 469 SO 012 182

Wilson, Arlene

Report of the Arts Education Planning Institute. Session I.

Rhode Island State Dept. of Education, Providence.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 79
Grant-CFDA-13-566A
Note-28p.; Prepared in collaboration with the Rhode Island Alliance for the Arts in Education
Pub Type- Reports - Descriptive (141) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Art Education, *Educational Needs, Educational Objectives, *Educational Planning, Educational Programs, Elementary Secondary Education, *Fine Arts, Handicapped Students, Interdisciplinary Approach, Talented Students

Proceedings and recommendations of the Rhode Island Arts Education Planning Institute are reported. The conference involved 127 participants including educators, artists, and personnel from arts organizations. A brief summary of the presentations of model programs includes exploration in sound, photography, and publication in the high school, a project for building social skills through art and video, an

ED 179 514 SP 014 938

Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional Positions.
Virginia State Dept. of Education, Richmond.
Pub Date-78
Note-47p.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Qualifications, Certification, *School Personnel, *State Standards, *Teacher Certification, *Teacher Education
Identifiers-*Virginia

The regulations governing the certification of teachers, qualifications for administrative, supervisory and related instructional positions, and administrative procedures for the state of Virginia are given. (JD)

ED 179 515 SP 014 946

Jones, Ralph E.
Gross Motor Skill Performance as a Function of Feedback Quantity and Location.
Pub Date-77
Note-15p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Feedback, *Performance Factors, Physical Education, *Programed Instruction, *Psychomotor Skills, *Teaching Methods
Identifiers-Long Jumping

The effect of the quantity and location of feedback cues on learning to perform the long jump was assessed. The subjects of this study, none

ED 179 541 SP 015 233

Mitzel, Harold Corrigan, Dean C.

Proceedings of the Deans' Grants Northeast Regional Meeting (Washington, D.C., March 29-30, 1979).

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Mar 79
Note-70p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Change Strategies, *Curriculum Design, *Educational Assessment, Educational Needs, *Grants, Handicapped Students, *Mainstreaming, *Program Evaluation, School Role, Teacher Education
Identifiers-*Deans Grants

The content of this report provides a summary of activities of the Northeast Regional Deans' Grants Meeting. In addition to information on proceedings and activities, four papers presented at the meeting on the subject of evaluation of Deans' Grants projects are reproduced in their entirety. (JD)

ED 179 624 UD 019 914

Hispanic Migrations from the Caribbean and Latin America: Implications for Educational Policy, Planning and Practice; Conference Proceedings. ERIC/CUE Urban Diversity Series, Number 65, August 1979.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; Columbia Univ., New York, N.Y. National Origin Desegregation Assistance Center.; Columbia Univ., New York, N.Y. Race Desegregation Assistance Center.; Columbia Univ., New York, N.Y. Sex Desegregation Assistance Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 79
Contract-400-77-0071
Note-15p.
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 ($5.00)
Pub Type- Information Analyses (070) - Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education, *Educational Improvement, *Educational Policy, Elementary Secondary Education, Federal Legislation, *Immigrants, Mexican Americans, Puerto Ricans, Residential Patterns, School Integration, School Segregation, Social Discrimination, *Spanish Speaking
Identifiers-Lau v Nichols

This report includes papers by two educators concerning the education of Hispanics in the United States. Jose Hernandez addresses the issues of Hispanic demographic patterns and migration and the implications of these factors for educational planning and policy. Rafael Valdivieso focuses on the Federal role in Hispanic desegregation, discussing debates over the goals and effectiveness of bilingual education, the lack of compliance with the guidelines established by the Office of

ED 179 644 UD 019 975

Haney, Walt Kinyanjui, Kabiru

Competency Testing and Equal Educational Opportunity. IRCD Bulletin, Volume 14, Number 2. Spring, 1979.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
Spons Agency-Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-79
Note-13p.
Available from-Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($1.00)
Journal Cit-IRCD Bulletin; v14 n2 Spr 1979
Pub Type- Collected Works - Serials (022) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Achievement, *Black Students, *Educational Quality, *Equal Education, Grouping (Instructional Purposes), *Minimum Competency Testing, Minority Group Children, *Racial Differences, Remedial Instruction, Secondary Education, *Test Bias, Test Validity

After a period of striving for equal educational opportunity and progress toward that goal, American society is now shifting toward more emphasis on educational quality. However, some fear that the rise of Minimum Competency Testing (MCT) may hinder rather than help minority students' opportunities for equal education. Despite gains in the number of years of schooling, black students still fall far behind their white classmates in terms of test results. Racial disparities also appear in the area of curricular track enrollment since test scores determine who gets assigned to which high school tracks, and high school tracks help determine standardized test performance. Although the issue of test bias

ED 179 295 PS 011 029

Horn, John L.
Statistical Weaknesses of a Unitary Construct of Intelligence.
Pub Date-Sep 79
Note-15p.; Paper presented at the Annual Meeting of the American Psychological Association (87th, New York, NY, September 1-5, 1979)
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Factor Analysis, Intellectual Development, *Intelligence, *Intelligence Factors, *Intelligence Quotient, *Intelligence Tests, Research Needs, Research Problems, Testing Problems, Theories
Identifiers-General Intelligence, *Wechsler Adult Intelligence Scale

A brief discussion of theories of general intelligence precedes a report of relevant empirical data. Results from the factor analysis of more than 20 sets of Wechsler Adult Intelligence Scale (WAIS) data indicate that the WAIS clearly is not a one-factor scale. It does not measure a single, general intelligence. Roughly 17 percent of the reliable variance of the WAIS remains unaccounted for by a three-factor model. There must be at least three, and probably at least four, major components responsible for the individual differences that are

ED 179 358 SE 028 774

Leach, Susan Mayer, Victor J.

Evidence of Ancient Seas in Ohio, Student Guide and Teacher Guide. OEAGLS Investigation 10.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md.

Pub Date-May 79

Grant-NOAA-04-8-M-01-170; Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Curriculum Development, *Energy, Environmental Education, *Geology, Instructional Materials *Natural Resources, *Oceanology, Science Activities, Science Course Improvement Project, Science Curriculum, Science Education, Science Instruction, Secondary Education, Secondary School Science

Identifiers-*Oceanic Education Activ for Great Lakes Schools, Ohio Sea Grant

This investigation presents activities related to the geological history of Ohio and Ohio's mineral wealth. Energy is discussed briefly

ED 170 384 SE 029 193

Science as Basic Education: The Need for Supervisory Specialists. A Descriptive Statement and Recommendations for Action. A Position Paper.

New York State Science Supervisors Assoc., Albany.
Pub Date-Nov 78
Note-12p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Development, *Elementary Secondary Education, Guidelines, Opinions, Science Consultants, *Science Education, *Science Supervision, State Supervisors, Supervisors, *Supervisory Activities

This position paper was written by the New York State Science Supervisors Association (NYSSSA) in response to a statewide movement by some New York school districts to eliminate supervisory positions occupied by subject matter specialists. Recommendations and the rationale for supporting science supervisory positions are presented.

ED 179 584 TM 009 871

Skoczylas, Rudolph V.
Home Bilingual Usage Estimate.
Pub Date-71
Note-7p.
Available from-R. V. Skoczylas, 7649 Santa Inez Court, Gilroy, CA 95020 ($1.00 ea., 20 test booklets, $5.00)
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Bilingualism, Bilingual Students, Elementary Secondary Education, English, English (Second Language), *Family Environment, *Language Dominance, *Language Usage, Monolingualism, *Rating Scales, *Spanish Speaking, Test Reliability, Test Validity
Identifiers-*Home Bilingual Usage Estimate

The Home Bilingual Usage Estimate was designed to measure a person's home-family language usage and to yield a single classification according to a criterion scale. The following classifications were established: English monolingual, English dominant, apparent bilingual, Spanish dominant, or Spanish monolingual. Validity was determined by the

Ability Identification
Ability Testing and Affirmative Action: Some Theoretical and Practical Considerations. ED 179 579
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